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ABSTRACT

Three speeches and nine clinic summaries from a workshop on the four-year college and career education are presented. In Daniel Behring's speech, "Career Education: Creative Program Opportunities for the College Administrator," the importance of career education on the college campus is discussed. Behring offers four suggestions for administrators, such as placing career education within the context of the existing goals of the school. In "Alternative Schools: Today and Tomorrow," Robert Barr addresses the issue of alternative education and presents an overview of some on-going programs. Shirley McCune, in "Achieving Sex Equity in Career Education," emphasizes the need for sex equity, the role of sex stereotyping in education, and the lack of responsiveness and effort in teacher education institutions toward the problem. Topics of the nine clinics are as follows: the role of the college administrator in career education, cooperative education, evaluating career education components in teacher education programs, sex role stereotyping guidelines for teacher educators, learning centers for career choice, faculty internships sponsored by the Kellogg Foundations, Career Activity Packages Self-Utilized Learning Experiences (CAPSULE), a new approach to course development, and a description of Oregon career education for preservice teachers. (PHR)

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The Four-Year College: Education and Work Alternatives

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OREGON INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

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April 24-25, 1979
Inn of the Seventh Mountain

THE FOUR-YEAR COLLEGE: EDUCATION AND WORK ALTERNATIVES

Spring Workshop
April, 1979

A Project of the

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

Editor

Arthur F. Terry

September, 1979

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The activity which is subject of this report was supported by the Oregon State Department of Education. However, opinions expressed herein do not necessarily reflect the position or policy of the agency. No official Oregon State Department of Education endorsement should be inferred.

PREFACE

The workshop documented in this publication was conducted as a part of the Project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education." The purpose of the project is to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. Sponsors of the project are the State Department of Education, the seven Oregon colleges and universities that make up the State System of Higher Education, the eight independent colleges and universities of Oregon and the Marion Education Service District.

The Interinstitutional Consortium for Career Education (ICCE) operates as the governing body for the project. ICCE representatives are from Oregon's public and independent institutions of higher education that prepare teachers, counselors and administrators.

Further information about the project will be provided upon request.

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INTRODUCTION

A vital aspect of the Project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education" is university and college personnel development.

During the years 1975-1978 there have been seven statewide workshops as well as numerous activities for personnel development at each of the Consortium member institutions. The institution activities continued through the 1978-79 school year and one statewide workshop was conducted. The workshop was organized around the theme "The Four-Year College: Education and Work Alternatives."

Participants for the on-campus activities and the workshop were selected by each institution based on a person's willingness to infuse career education into preparation programs, their capacity to work with other faculty in the infusion process and their knowledge of career education. Faculty members from academic disciplines, as well as education, were involved in personnel development.

Institutional activities are varied and unique to each campus because of the size of the institution and the needs of the faculty. Institutional activities included on-campus workshops for educational and academic personnel and local education agency representatives, visitations to LEA's to examine career education programs, training sessions with the Career Information System, and use of career education materials. Continuation of institutional personnel development activities is highlighted through long-range plans developed by each college and university. These long-range plans have been updated to reflect the most current direction being taken to infuse career education into programs which prepare teachers, counselors and administrators.

The workshop "The Four-Year College: Education and Work Alternatives" was attended by 80 representatives from colleges and universities, the Oregon State Department of Education, regional career education offices and the U.S. Office of Education. This workshop is the subject of this report.

FORUM SPEECHES

CAREER EDUCATION: CREATIVE PROGRAM OPPORTUNITIES FOR THE COLLEGE ADMINISTRATOR

DANIEL W. BEHRING

As I attempted to force ideas to gel for me into some coherent pattern for this presentation, I couldn't help but think we administrators do not have enough time to organize and think and plan. Perhaps more time is needed to question what it is we are administering so my first suggestion is that you set aside time to dream, to read, and to experiment with your thoughts and ideas.

I also become quite conscious of the fact that most administrators are pretty certain that what they are doing is right and any new suggestions only serve to confuse and disrupt their business.

Now if you are interested in having a career education emphasis on your campus, try my second suggestion; For about 40 minutes, try to be open to

1) new ways of accomplishing old goals,

2) new opportunities for you as an administrator, and

3) another administrator's ideas about key roles you must play.

If there are messages that you take away from this, I hope they would be these:

1) A career education emphasis can vitalize students, faculty staff and institutions.

2) Implementing a career education approach will be difficult.

3) There is not "the" approach that will work everywhere.

4) Career education is an approach to learning and study that aids in bringing meaning to the teacher and the learner.

5) A career education approach can guard against our institutions becoming producers of education.

6) A career education approach will help administrators accentuate their educational capabilities.

7) Career education is more than getting a student a job.

Let me now attempt to make those messages more believable. Camus is quoted as saying:

> "Without work all life goes rotten, but when work is soulless, life stifles and dies."

I ask you to reflect a minute on this in your own lives.

I would venture to wager that it would be extremely difficult for each of you to go a day without doing something. But then I would like you to think of those days when you have two mail questionnaires to complete, the president wants you to be at a special staff meeting in the afternoon, one of your staff members has informed you she won't be back next year, a faculty member is being accused of being racist in the outer office, and the professional journal you just received won't stay on top of the pile of reading you have on your back desk.

It is important that as an academic community we help each other address the issues about which Buber speaks. And that is no simple task. Let it suffice to say that humans will search for meaningful ways to keep active and that they will engage in activities (work) that produce benefits for them. Isn't it important then that we help individuals as much as possible to find meaning and purpose in what they do?

There really is no starting point when work begins. People engage in work all their lives even while they are in an educational institution. We should then be prepared to help students find meaning in their work which will more often than not include their capability to define the purpose and benefit of what it is they are doing.

Thus the first creative opportunity for the administrator is to talk about the nature of education. If you as an administrator would plan to introduce a concept of career education, it is critical that you be able to present your conception of what education for the undergraduate should be.

Allow me to comment briefly on issues facing higher education to stress the importance of your taking the initiative in talking about education. There will, I am sure, be disagreement, but as an administrator I think it is important to remind yourself periodically that you have the right to make responsible judgments about what it is that may be affecting your institution's effectiveness in working with students.

I have always held that education at its highest level is a responsible search for truth about the nature of humans and the universe in which they live, as well as a search for the means of the improving and protecting life within the larger society.

However, there is growing evidence to suggest that educational institutions have become interested in the production of graduates with little consideration

for the rapid socio/cultural changes that are taking place around them. Graduation for graduation's sake seems to have emerged as a strong value.

Let me just focus on one area appropriate to your workshop in which education does not seem to respond well. I would like to turn to the relationship of education and work. While we turn out graduates, increasingly we are being told that we have an overeducated work force and that education can no longer be a secure path to economic security. Students have reported that jobs are nonexistent and that their education has prepared them for little more than continuing their education. In 1970-71, the Department of Labor indicated that of 1.1 million college graduates questioned, 50 percent chose to accept jobs not directly related to their degrees (that doesn't have to be a concern, but in this case it was). Recently, Bureau of Labor Statistics reported that by 1980 the annual surplus of college graduates will approach 140,000. There is also awareness of a growing career crisis in middle age, as the changing work needs of the country cause obsolescence of various jobs. The person thus displaced find themselves without marketable skills, having little ability to redefine themselves in the job market. This changing social and work picture has led me to find several impacts upon the educational community.

1. Growing criticism from business, industry, and government that higher education is not directed toward helping students develop work related skills and abilities. Employers report that most students are unable to describe their strengths, their skills, goals, and career objectives. They also report that students approach the world of work with little knowledge about the economy and little sophistication about the manner in which our industrial society is organized. Moreover, they have been critical of graduates' communication skills and lack of management potential.

2. Students feel an increasing need for assistance with educational-vocational planning. In 1976 a summary of data compiled by the American College Testing program, 86 percent of college-bound students expressed need for help with educational-vocational planning. In 1977, the Cooperative Institutional Research Program summary suggested that 75 percent of college students choose college as a means to prepare for a career. There is a growing concern on the part of the college-bound students that their education will "pay off." Admissions offices indicate that more and more frequently parents and students are asking about the placement of institution's graduates. (It is critical to note the development requirements of this stage of development for the typical college student requires a great deal of energy and when the demands of a rapidly changing economy and social structure are placed upon the student as well, it becomes critical to have colleges address this very vital career development aspect of the student.)

3. The personal development needs of the faculty member. As the explosion of information increases, it becomes critically important that faculty members engage in more frequent periods of renewal. As a faculty member is quite responsible for the directing of the education of the student, it becomes paramount that the faculty member be aware of current skills required in the occupational areas for which the student is preparing. While general education is necessary and perhaps primary to effective leadership within our social and industrial and business community, it also becomes very critical that the faculty member develop the skills and knowledges necessary to keep on the cutting edge of his/her field. As the faculty member takes the responsibility for directing the students' classroom and out-of-classroom activities, it is important that the faculty member is aware of the opportunities available to the student and also of the changing variety of those work opportunities. This awareness can only occur by the faculty member renewing himself/herself frequently and developing as much knowledge as possible about the world of work.

Our educational institutions are largely responsible for students not being able to cope with changing socio/cultural factors. In many institutions a prescriptive approach to education has been followed. In such an approach students are told what to do in order to become educated and get a job. An expectation is thus set in them that if they follow the rules, their lives will fall into order and they will find satisfaction when they obtain the job. They have thus been taught to be quite passive and (only sparingly) have been encouraged to develop independence, skills in decision making and leadership, and knowledge of how to pursue opportunities. In most institutions they have received little help in developing an awareness of the range of work plans and the relationship of learning to personal expression and social contribution. Faculty members have not received many rewards for doing other than keeping the current system functioning.

As administrators you now have a creative opportunity to offer leadership in considering alternative attitudes and approaches to the process of education.

You have the opportunity to share with faculty the research of higher education.

For example, consider these summaries as examples of what you might be able to share with them about the process of education.

Handout 1 -- see attachment

Your second creative opportunity is to offer career education as one way of meeting some of the needs of students, faculty and the institution in a rapidly changing world.

Here I would offer several suggestions or strategies for your own preparedness before you talk to anyone about implementation.

1. Have a definition of career education which you accept and which you can help others to understand.

Ken Hoyt defines career education as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his/her way of living.

I like to look at career education mainly as a process that emphasizes for students and faculty:

a. Development of self knowledge

b. Assumption of initiative

c. Participation and self-fulfillment within our work and study institutions

d. Development of knowledge of work alternatives

e. Creation of a relationship of the college within the community which reaches into and out from education.

Simply put, it is a process that helps people:

See what is;
See what might be;
Develop competence of self.

It would be difficult to argue that such goals are not legitimate concerns of education, but my second suggestion for your own preparedness is:

2. Be able to place career education within the context of the existing goals of the institution.

I think we should remind ourselves and others here that the province of colleges and universities has always been the world, its occupants, and world affairs in the development of its content. It is nessary then to generate new knowledge as one seeks to apply the insights of the past. That, of course, requires a concern with the affairs of life. It should thus be the concern of quality education institutions to assist the integration of those students who will generate the content of the future into the affairs of living.

A technique that some of you may find helpful is to review all sources of your institution's goal statements to find support for this process. Here is a sample of what one might find.

Handout 2

3. My third suggestion for your preparedness is that you be prepared to speak to possible activities that would operationalize your definition of career education.

In my opinion an effective career education program in higher education would have to include these elements:

a) The development of effective career advisors within the faculty. These faculty members will need to take on the responsibility of becoming more knowledgeable and more competent in the area of career planning and preparation and provide leadership in development of student and faculty career plans.

b) Students, from the very outset of the college experience, should be confronted by the integration of their education with career planning: their education programs reviewed as a step-by-step process, leading them to self-selected goals and opportunities, giving them a purpose and thereby meaning to their education.

c) Students should have the opportunity for a systematic, recurring program of self-assessment, involving the development of skills in self-evaluation. Wherever possible, students should be encouraged to create their own academic programs, with the help of faculty and other professional counselors along with representatives from the world of work.

d) Successful persons from the world of work (business, industry, professions and government) should be utilized on the campus. Modeling has long been recognized as an educational tool. The opportunity for students to share the experiences of these successful professionals will aid them in visualizing and conceptualizing pathways by which they can achieve their own vocational goals.

e) Faculty development. Faculty members must have opportunities in a planned fashion for exposure to and confrontations with people who are in the world of work, so that a new dimension of reality may enter their teaching, scholarship, and counseling with students. Such involvement will be critical as the faculty member grows and develops professionally.

Focusing upon job placement and developing specialized job training programs will neither best serve the educational and career goals of capable young people who should assume leadership roles, nor strengthen the social role of our

educational institutions. An emphasis upon career education in higher education must include a broad and integrated emphasis upon career planning, personal assessment programs, career decision making, setting and solving work problems, gathering information on the world of work, establishing sound communication skills, and developing interpersonal confidence.

4. My fourth suggestion to you is that you be able to take leadership in the community on the need for a career education approach.

Let me review for you some factors which I feel should be cited as we in higher education consider our situation today. I have already expressed some of the concerns of business and industry but consider these factors:

a) The Department of Labor has suggested that by the time today's second graders are in the work force, 66% of them will be in jobs you and I have not known. Another prediction is that by 1987, 1 out of 3 jobs will be one that doesn't exist today.

b) There is hope that by 1985 major progress will be made by the Department of Labor to have a national computerized interactive job matching system.

c) In 1976, 1 out of every 5 workers went without a job during part of the year.

d) The average worker under 35 initiates some form of job hunting every 18 months.

Let me review with you two factors which, among others, we reviewed on our campus.

Slide 1 - ACT Information

Slide 2 - Enrollment Projection

These slides showed the dropping number of high school graduates and the increasing requests for career planning assistance.

Once you have the issues clear in your own thinking, you then have your third major creative opportunity.

Implementing a new educational approach is both a challenge to leadership and a creative opportunity for vice presidents, deans of faculty, and deans of colleges.

In the process of implementation, I would argue that the following characteristics should be found in the person who is to function in the key role:

1) ability to bring structure to instructional situations

2) being an effective listener

3) ability to confront issues and keep communication open

4) ability to identify and organize human resources

5) ability to clarify, interpret, and integrate a variety of viewpoints

6) having patience

7) valuing program evaluation

Implementation strategies offer a variety of creative programming opportunities. Let me review several general guidelines to implementation and suggest creative program opportunties in meeting these guidelines.

1. View the institution as a whole and establish broad ownership. Avoid territorialness or restricted ownership of a project which you hope to impact upon a whole campus.

   If you adopt such an attitude, here are programs you might initiate:

   A. For small colleges: you might consider a joint meeting of the academic and student life committees of the trustees where you could present information and enlist their commitment and interests.

      For large universities: your presidents may want to consider cooperative presentations to the governing boards regarding issues and needs facing higher education.

   B. Consider the organization of faculty workshops around the needs of students and the issues facing higher education today. This can be a very effective way to enlist the commitment of faculty. Let me review with you the commitment that came out of just such a workshop at my institution, Alma College.

      SLIDE 3 PRESCHOOL CONFERENCE
      see attachment

   C. Organize an advisory committee that is outside the governance structure that you can use to test your ideas and rely upon to informally communicate with their peers. This should include students, faculty and staff.

D. Bring alumni and parent boards along by introducing them to the issues and any recommendations you might have for solutions.

E. Whenever formal long range planning or objectives for the institution are being established, insure that you take the initiative to insure that career education objectives receive review and consideration. To show you what can take place, I have an example from Alma College's Ten Year Projection.

HANDOUT 3 -- see page 22

2. As a second strategy, I would encourage you to openly review goals and objectives with a broad base of people and encourage their comments and suggestions. I would urge that you do the same for any programs or procedures you plan to conduct and also for any evaluation results.

Several creative programs and opportunities this allows for you are:

A. Advisory Committee agenda

B. Open meetings for faculty and students

C. Articles in student newspaper

D. Informational/instructional agenda for a faculty meeting

E. Production of quality publications

F. Periodic faculty workshops for updates on new programs

This open approach will avoid narrow ownership and will serve to help other people find avenues for their own personal commitment to the effort. Here are several slides that show goals for students and faculty that have been developed in this manner.

SLIDE 6

-- see attachment

SLIDE 7

Quality publications will assist greatly in indicating to a campus population that there is commitment and benefit from any new educational program or approach. The publication I have brought along may give you ideas for your own institution.

3. A third strategy is to <u>be clear about the resources and skills that will be necessary and available to conduct any broad based program</u>.

   My first suggestion is that you start small with manageable resources and programs. When Alma College first initiated their approach to career education, the original group of faculty members numbered 12 and students 50. Whatever faculty is involved in any new programs it is critical that the new activity helps them to be more effective at what they are already doing so it contributes to the accomplishment of their existing priorities.

   Where a faculty member is being asked to rearrange priorities, it is critical that the reward system be adjusted to reflect the desired change in priorities. Faculty members need to know what it is that contributes to their positive evaluation.

   The creative challenges open to the administrator here are broad. Some, however, are these:

   A. Establish workshops for faculty members that assist them in developing skills to carry out their current functions.

      SLIDE 8 -- see attachment

   B. Arrange for distribution of departmental funds in areas you wish to see developed (use of consultants, travel to work sites, etc.)

   C. Encourage use of traditional faculty development opportunities to develop skills and resources in carrying out a career education approach (e.g., use of sabbaticals).

   D. Demonstrate broad staff and faculty support for any college effort; (e.g., career planning and placement, central staff, career resources center to support students and faculty).

   E. Become an expert on sources of financial support for career education efforts. There is real opportunity for professional development of the administrator in this area while he/she makes a significant contribution to the college or university. Any person who is interested in implementing new learning must

also assume responsbility for making available the resources to support such a program. The effective administrator cannot rely on the office of grants and contracts of the college relations office. -- a creative opportunity here is that the administrator become an effective grants person. It is impossible here to go into what this means for the administrator, but a key rule is that any application for grant funds build on past successes and have broad ownership among those whom the potential funds will affect.

Implementing a program or process requires much effort, sensitivity, politics and patience. Maintaining a program is just as challenging to the administrator, and key roles for the administrator include supporting through personnel materials and programs the original objectives; monitoring existing procedures; revising and eliminating ineffective practices. So another set of creative opportunities are presented to the administrator in maintaining any program. Several suggested approaches might be:

A. Design of formative and summative evaluation studies of what happens to students who participate in career education activities.

B. Design of materials for faculty and students that promote the career education process.

SLIDE 9 -- see attachment

C. Campus newsletter that keeps faculty and staff up to date on issues affecting higher education.

At Alma we call this "Career and Education Excerpts." This has become an effective staff development tool as well. All staff members simply circle issues in their professional reading material, forward them to my office; they are edited and formatted by the secretary who distributes a release biweekly.

D. Integration of career education activities with other areas of responsibility on the campus; e.g., student union activities; alumni affairs; college relations; admissions; departmental programs.

E. Create forms for faculty members who have excitingly and effectively integrated work and education concepts with faculty presentations, newspaper interviews, formal reports to administrative staff.

Career education is a legitimate concern of higher education for it is a process of learning that is compatible with the traditions of most of our institutions. With effective leadership, paying attention to the issues I have raised, creative programming can occur that will vitalize faculty, students and the institution. The nature of the programs may differ from campus to campus but this area needs the leadership of student affairs deans and vice presidents, deans of faculty, provosts and vice presidents of academic affairs, and deans of colleges.

Let me briefly share with you what has been the impact on one campus recognizing that it is impossible to capture attitudes and vitality.

SLIDE 10 -- see attachment

In addition to these program developments, let me also describe several other impacts upon students and faculty. (Complete evaluations will be forthcoming in our annual report, Career Preparation and the Liberal Arts: A Report of Progress II.)

Let me turn to students first:

BRIEF GENERAL SUMMARY OF RESEARCH FINDINGS

1. Using the tool the Assessment of Career Decision Making (ACDM) and 106 students from the classes of '78, '79, '80 and '81 who indicated on pre-measures they were not satisfied with their choice of occupation, it was determined that participation in CPP activities is related to an increase in decision making scores.

2. Considering a total of 307 students from the classes of '78, '79, '80 and '81 it was also found that participation in a practicum is correlated positively with satisfaction with occupational choice and certainty of occupation choice. It was also noted that arranging a practicum is more likely if a student participates in a career preparation program.

3. Considering the information on those students who report initial dissatisfaction with occupational choice, it was found that CPP participation is correlated positively with satisfaction with major.

4. Participation in workshops remains high in the first two workshops and in the Senior Sequence. Ratings of the benefit of these workshops by participants has always been positive (3.5 or better on a 5 point scale). Evaluation of other workshops such as the Communication Skills and Senior Sequence has also remained consistently high (4.0+ on a 5 point scale).

PILOT AND CONTROL GROUP FINDINGS

1. We know, using the pilot group from the class of 1978 and their controls, that the members of the pilot group at graduation were better able to identify more values, interests, self management and transferable skills as well as more weaknesses.

2. We have also examined the resumes of selected pilots and controls. The results of the ratings of three qualified persons rated the intermingled and unmarked resumes of both pilot and control groups support the conclusion that the CPP does help students improve resume writing skills. Fourteen out of 16 differences are in the expected direction and this result would not happen by chance. On the item "would you offer the person an interview," the raters said yes to 82% of the pilots while only saying yes to 46% of the controls.

Other results with these groups:

1. Develop skills in communication and interpersonal relationships:

   Pilots report a higher degree of skill development in those areas than controls. Pilots say they took more communication courses, gave more oral presentations and did more optional written projects than controls say they did.

2. Exhibit initiative in job exploration and selection:

   Pilots arranged more interviews on their own. Pilots were much more active in career exploration activities even these weren't a part of formal CPP. For example, pilots made more phone calls and visits to obtain career information.

3. Obtain practical experience:

   Pilots have taken more practicums and held office in student organizations more frequently.

4. Develop skills in resume preparation, letter writing and interview techniques:

   Pilots submitted more resumes and applications and wrote more letters. They were interviewed more often and were asked to more second interviews.

5. Develop entry-level work skills in at least one work role:

   Pilots indicate their skills have been developed to a higher degree at Alma than controls.

6. Achieve an education that permits them to move through various work roles:

   There's a slight indication that the pilot group is better prepared for this in their a) more active approach to career exploration; b) greater effort to develop communication skills; c) higher ratings of skills.

We have also noted an increase in number of employers interested in our graduates and our placement record indicates that our students appear to be effectively dealing with the labor market trends.

SLIDE 11 -- This slide reported placement results over a ten-year period

Here we see another creative program opportunity for the administrator, i.e., to demonstrate to the campus community what it is that is taking place with students. This type of information is one of the very important rewards for faculty members.

Other impacts of importance to this audience would be that over the last three years our retention and enrollment has increased to the point where we have been fortunate to achieve increasing enrollment in a period of loss at many other colleges.

Several rewarding impacts have occurred within the faculty sector. Since the career education program here began, there has been a greater emphasis on competencies among faculty members and there has been an overhauling and redefinition of general distributive requirements directed toward achieving specific objectives. There has been an increased emphasis on oral and written skills throughout the campus. The minor has been re-introduced as an option in all departments (not a teaching minor but a minor that can be designed to develop appropriate skills).

Faculty members have used consultants in the classroom and, in several cases, new content has been introduced into courses. Faculty members have used professional development funds and sabbaticals to explore career opportunities. Partly as a result of this, they are becoming called upon more frequently by national associations, high schools, etc., as consultants. Our foreign language program, especially, is expanding in all areas because of the career consciousness and efforts of all of its staff. There appears to be a genuine heightened morale that expresses itself through satisfaction with what faculty members are doing.

There are many other impacts, too, that affect the vitality of the campus. One that, perhaps, will excite you is that through administrative leadership in career education programming, the college's computer facility has become an interactive guidance resource for eight area high schools.

What I have attempted to do is to present you with key issues that the administrator must address if he/she wished to implement a new program or process, in this case career education. I have also attempted to point out that this emphasis creates a wide range of creative opportunities for the administrator. The programs relied upon and who implements them could vary from campus to campus. No effort will be successful, however, in my opinion, if there is not a key person ultimately responsible for the design, development, installation and on-going evaluation of the program. It is my assumption that such a responsibility can fall into the hands of many of you here today and what you decide to do will, indeed, have an effect on the vitality of your institutions. I have as a handout for you a bibliography of materials that should help you get started.

Should you decide to take the initiative, I urge you to pay close attention to recommendations and suggestions I have made to you today. Happy creating!

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COLLEGE/UNIVERSITY OBJECTIVES

	FUNCTIONAL	PERSONAL	SOCIAL
Solomon 1975 O'Toole 1975	Develop cognitive skills Get better jobs Make more money		
(Astin 1976)	Knowledge of a subject Basic skills High grade point Career choice Vocational achievement	Develop self-concept Identify values Establish belief system Achievement motivation Identify interests Develop responsibilities	Basic skills Develop responsibilities
(Brown) Return to the Academy	Critical thinking Prepare for a profession	Independent thought Understand self Develop altruism	Improve citizenship Independent thought Relate to others
Prince and Miller (Student Development Task Inventory)	Instrumental autonomy Educational plan Career plan	Emotional autonomy Tolerance	Interdependence Tolerance Mature relationships Intimacy with opposite sex

SUGGESTED ATTITUDES FOR EDUCATORS

Daniel W. Behring
1971

1. Learning includes any experience in the learning community in which teacher and student interact and where growth in individual, group, or community takes place. In such experiences the role of teacher and student may change as circumstances allow for the contribution of individual experiences and past learning.

2. Students are in a stage of development and differ on personal, social and cultural basis.

3. Work with students must take into account their life age stage, focusing on their existing level of development of intellect, emotion, social participation, etc. In other words, students must be regarded as total personalities.

4. Students cannot be a passive receptacle for knowledge, but must share equal responsibility for the quality of the learning context, process, and product. The student should become the prime initiator in his education. He should become involved in setting learning goals and interacting with other students and adults in the process of achieving these goals. He should be directly involved in the evaluation process which is a very integral part of achieving his personal goals.

5. Defining learning in its broadest sense, choice within the learning process can transform an exercise into an exciting intellectually stimulating activity. Therefore, emphasis should be placed on helping students to define individual learning styles and creating experiences that allow satisfaction for these learning styles.

6. Every effort should be made to teach for leadership and positive contribution to society. Therefore, tolerance, ability to appreciate differences, and active involvement in the affairs of the community, the ability to face and make choices must be taught and modeled. Faculty and staff have an important role as facilitators of personal growth, reinforcing this by serving as positive models of life as it ought to be lived.

7. Satisfaction and sense of competence is a changing phenomenon that is interdependent with society. Educators, therefore, must be constantly evaluating avenues for the achievement of personal competence in functional, interpersonal modes of expression within a cultural context. The development of human relations, ego structure and functional skills are necessarily for individuals to find meaningful participation within community.

8. Changes in environment, changes in costs, changes in techniques of learning do affect the atmosphere, but more is needed to change a person. A way of looking, thinking, evaluating, and valuing self and society that leads to personal satisfaction must be stressed.

EXCERPTS FROM POSITION STATEMENT

FOSTER EXPERIENCES, BOTH IN ACTIVITY AND THOUGHT, WHICH WILL LEAD STUDENTS TO A SENSE OF WHOLENESS AND OPENNESS, AN ACCEPTANCE OF LIFE AS A TRUST, A DEDICATION TO THE DEMAND FOR CRITICAL AFFIRMATION AND INTEGRITY, AND A SENSE OF RESPONSIBILITY FOR THEMSELVES AND HUMANITY

ENCOURAGE AND PREPARE STUDENTS TO PROCEED INTO GRADUATE OR PROFESSIONAL TRAINING OR EMPLOYMENT

A LIBERAL ARTS EDUCATION IS INTENSELY PRACTICAL

MANY VOCATIONS AND PROFESSIONS ARE BASED UPON BROAD STUDY IN ARTS AND SCIENCES

RAPID CHANGE PLACES A PREMIUM ON ENDURING THEORETICAL FOUNDATIONS

LIBERAL ARTS STUDY PROVIDES THE BEST POSSIBLE PREPARATION FOR A MEANINGFUL AND PRODUCTIVE LIFE

ALMA IS SUPERIOR ACHIEVEMENT, CONCERN FOR PEOPLE LEARNING TO LIVE TOGETHER, BECOMING A USEFUL PERSON

ACHIEVE INDIVIDUAL POTENTIALITY AND DISCOVER A PERSONAL LIFE-STYLE FOUNDED ON INTEGRITY AND SELF-RESPECT

3-22-79

TEN YEAR PROJECTION SUMMARY

DURING THE NEXT TEN YEARS, ALMA COLLEGE SHOULD DEVELOP PROGRAMS TO INSURE THAT GRADUATES, ESPECIALLY THOSE MAJORING IN DISCIPLINES WITHOUT DIRECT OCCUPATIONAL RELATIONSHIPS, ARE ABLE TO OBTAIN EMPLOYMENT IN CAREER FIELDS APPROPRIATE TO THEIR INTERESTS, TALENTS, AND AMBITIONS.

THE COLLEGE SHOULD:

- SUPPORT PROGRAMS THAT DEVELOP STUDENTS' CAREER AWARENESS AND OTHER CAREER PLANNING SKILLS
- EMPHASIZE THOSE PERSONAL CHARACTERISTICS WHICH INCREASE A STUDENT'S POTENTIAL FOR SIGNIFICANT CAREER OPPORTUNITIES
- ASSIST STUDENTS TO FIND OPPORTUNITIES TO EXPLORE AND DEVELOP CAREER ALTERNATIVES
- PROVIDE A PLACEMENT SERVICE TO ADVISE AND ASSIST STUDENTS IN SEEKING EMPLOYMENT AND POSTGRADUATE PLANNING
- TO ACHIEVE GOALS AND PROGRAMS:
  - CLASS SIZE LIMITS APPROPRIATE
  - SIZE OF ADVISEE GROUPS CONSISTENT WITH EFFECTIVE ADVISING
  - THREE FULL-TIME PERSONS MAINTAINED IN THE ACCD CENTER
  - FUNDS TO CONDUCT SITE VISITS, FACULTY WORKSHOPS, ALLOW THE DEVELOPMENT OF PRACTICUM PROGRAMS, HIRE CAREER CONSULTANTS, DEVELOP PLACEMENT OPPORTUNITIES, AND PROVIDE FACULTY ADVISOR STIPENDS SHOULD BE INCLUDED IN BUDGET PROJECTIONS.

3-22-79

PRE-SCHOOL CONFERENCE SUMMARY (1975)

1. STUDENTS SHOULD BE INFORMED ABOUT OCCUPATIONS AND ENCOURAGED TO CONSIDER ALTERNATIVES.
2. FACULTY DIALOGUE REGARDING PROGRAMS AND PRESENT AND FUTURE TRENDS IN CAREER OPPORTUNITIES OUGHT TO BE ENCOURAGED.
3. MORE RESOURCES FOR FACULTY CAREER COUNSELING NEED TO BE PROVIDED.
4. LISTS OF CAREERS BY VARIOUS MAJORS AND RESOURCE PERSONS IN VARIOUS CAREERS NEEDED.
5. PRACTICUMS SHOULD BE ENCOURAGED.
6. A COURSE IN CAREER PLANNING SHOULD BE AVAILABLE TO ALL STUDENTS.
7. INFORMATION IN PLACEMENT OFFICE SHOULD BE CURRENT.
8. MARKETABILITY OF VARIOUS CAREERS IS NEEDED.

GENERAL SUMMARY

PARTICIPANTS FELT THAT FACULTY AS A WHOLE HAD RESPONSIBILITY FOR CAREER COUNSELING BUT NEEDED THE SUPPORT OF AN EXPANDED COUNSELING OFFICE AND MUCH MORE INFORMATION ABOUT CAREER OPPORTUNITIES ESPECIALLY IN FIELDS OTHER THAN THEIR OWN.

SLIDE 3

STUDENT GOALS

1. AWARENESS: ACADEMIC AND VOCATIONAL ABILITIES, VALUES, INTERESTS, STRENGTHS
2. SKILLS IN COMMUNICATION AND INTERPERSONAL RELATIONSHIPS
3. KNOWLEDGE OF CAREER ALTERNATIVES, REALISTIC EXPECTATIONS
4. INITIATIVE IN JOB EXPLORATION AND SELECTION
5. PRACTICAL EXPERIENCE
6. HOW SKILLS AND CHARACTERISTICS MAY BE APPLIED TO VARIOUS JOB OPPORTUNITIES
7. RESUME PREPARATION, LETTER WRITING, INTERVIEW TECHNIQUES
8. CLEARLY STATE OBJECTIVES AND PLAN GOAL-DIRECTED COURSE PROGRAMS
9. ENTRY-LEVEL WORK SKILLS
10. OBTAIN SUITABLE EMPLOYMENT
11. AN EDUCATION APPLICABLE TO A VARIETY OF WORK ROLES

SLIDE 6

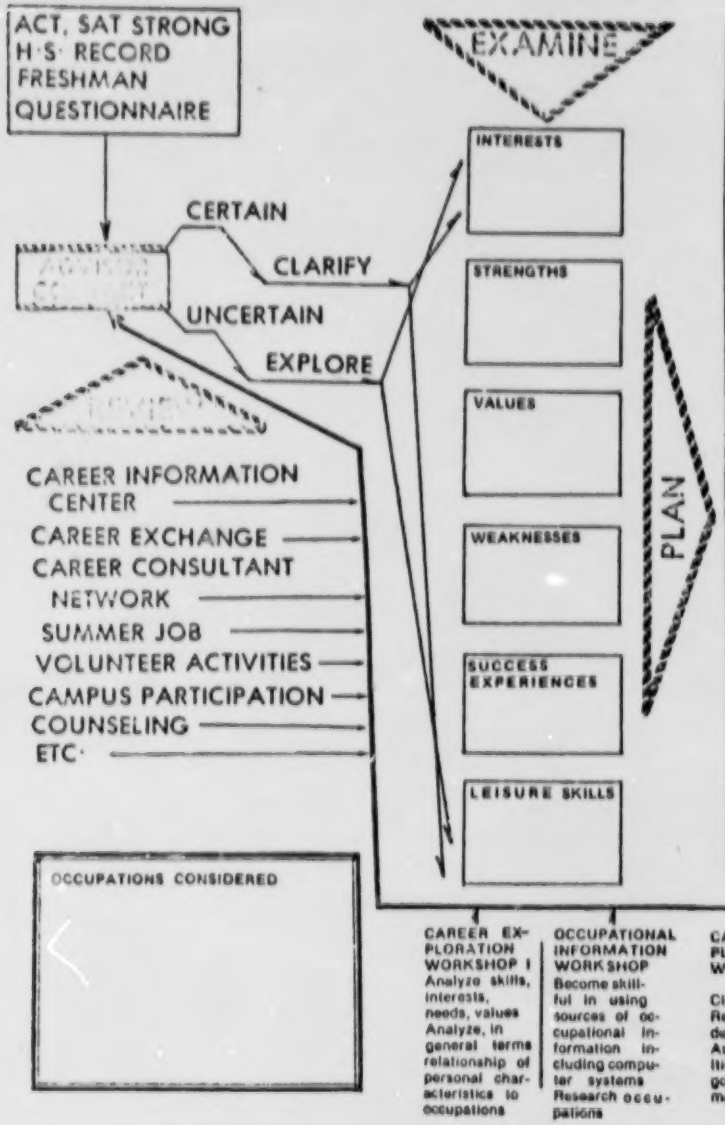
FACULTY GOALS

1. APPLICATION OF DISCIPLINES
2. ASSIST STUDENTS IN EVALUATION OF SKILLS AND PERSONAL CHARACTERISTICS
3. TRANSFERABLE SKILLS
4. WORKING RELATIONSHIPS WITH COLLEAGUES IN INDUSTRY, GOVERNMENT, PRIVATE ENTERPRISE, AND PROFESSIONS.
5. IDEAS FROM THE WORLD OF WORK TO DEVELOP USEFUL AND INTELLECTUALLY CHALLENGING ADDITIONS TO COURSE PROGRAMS
6. UTILIZATION OF CLASSROOM CONSULTANTS
7. APPLICABILITY OF THEIR DISCIPLINE TO WORK OR SOCIAL ISSUES
8. HELP STUDENTS DESIGN INDIVIDUALIZED PROGRAMS OF STUDY THAT ARE CAREER ORIENTED AND ACADEMICALLY RIGOROUS
9. CONSULT ON SOCIAL, INDUSTRIAL, AND RESEARCH ISSUES
10. DEPARTMENTAL CAREER INFORMATION CENTERS
11. USE OF ALUMNI TO HELP STUDENTS IN CAREER PLANNING

FACULTY WORKSHOP

1. INCREASE KNOWLEDGE OF CAREER DEVELOPMENT APPROACHES AND CAREER DECISION MAKING.
2. INTRODUCE ASSESSMENT TOOLS USED IN THE CAREER PREPARATION PROGRAM.
3. FAMILIARIZE WITH CONTENT OF THE CAREER PREPARATION PROGRAM.
4. EXPERIENCE THE ACTIVITIES OF THE STUDENT WORKSHOPS.
5. BE ABLE TO USE AT LEAST TWO CAREER INFORMATION RESOURCES.
6. INTRODUCE TO RANGE OF CAREER INFORMATION RESOURCES.
7. PROVIDE AN OPPORTUNITY TO REACT TO AND DISCUSS THE PROGRAM.
8. UPDATE PARTICIPANTS ON THE DEVELOPMENT OF THE CAREER PREPARATION PROGRAM.
9. IMPROVE PARTICIPANTS' ADVISING SKILLS.
10. INCREASE AWARENESS OF CAREER OPPORTUNITIES FOR STUDENTS.
11. INCREASE KNOWLEDGE OF EFFECTIVE COMMUNICATION PROCESSES.
12. PARTICIPANTS WILL PLAN ONE CLASSROOM ACTIVITY.
13. PARTICIPANTS WILL PLAN ONE DIVISIONAL ACTIVITY.
14. PARTICIPANTS WILL CONTACT A PRACTICING CAREER PROFESSIONAL DURING WORKSHOP.

SLIDE 8



STAPLE SKILLS ASSESSMENT AND PROGRESS RECORD HERE

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Plan and evaluate your progress with your advisor Select several fields to explore and explore them using the Career Information Center Participate in at least one campus organization Try out interest areas in courses and campus activities Select courses that will build needed skill areas Develop study skills	Select a major area of study (Major, P.O.E.) Begin to consider possible practicums Be involved in at least one campus group Obtain detailed information on at least four occupations Possibly arrange spring practicum Review general skill development Review strengths in communication	Survey possible employers and/or graduate and professional schools Develop interview skills Plan for professional school tests Consider off campus programs Review progress toward academic and occupational goals Consider practicum for one term Begin to consider independent study Review progress on college requirements	Complete college requirements Continue to develop strengths Consider independent study Identify and apply to appropriate graduate schools Identify employers, send inquiry letter – arrange interviews on campus Develop resume and credentials Conduct interviews Make personal plans – insurance, domicile, transporta-
OBJECTIVES/GOALS			
FALL			
WINTER			
SPRING			
CAREER PREPARATION PLAN			
PREPARATION (COURSES, ACTIVITIES, WORK, ETC·)			
FALL			
WINTER			
SPRING			
	evaluation		

CAREER EXPLORATION WORKSHOP I
Analyze skills, interests, needs, values
Analyze, in general terms relationship of personal characteristics to occupations

OCCUPATIONAL INFORMATION WORKSHOP
Become skillful in using sources of occupational information including computer systems
Research occupations

CAREER EXPLORATION WORKSHOP II
Clarify values
Review career decisions
Assign priorities, Plan goals, Decision making

COMMUNICATION WORKSHOP I
One and two way communication Listening, Feedback non-verbal communication
Group communication, Leadership skills

PRACTICUM PLANNING WORKSHOP
Plan a practicum, Review past practicums, Locate possible sites
Consider site visit, Registration process

COMMUNICATION WORKSHOP II
Practice and evaluate written and oral communication
Opportunity for video-tape feedback of oral presentation

INTERVIEW PRACTICE WORKSHOP
Typical interview described and reviewed, Keys to success reviewed and practiced, Video-tape use

LETTER WRITING WORKSHOP
Write exploratory letters to determine information about careers
Select three occupations to do a market survey

GRADUATE SCHOOL PLANNING
Required tests
Application process
Practice tests
Locating school
Financial aid
Interviews

SENIOR SEQUENCE
Clarify skills
Use job information,
Develop resume, Establish credentials Interview rehearsal, Graduation readiness

SLIDE 9

MAIN ELEMENTS

FACULTY

FACULTY WORKSHOPS

USE OF CONSULTANTS

SITE VISITATIONS

ADVISING

SABBATICAL

STUDENTS

WORKSHOPS

ASSESSMENT ACTIVITIES
ENTRY - EXIT

ADVISING GUIDE

CAREER EXCHANGES

CAREER SEMINARS

SITE VISITATIONS

PRACTICUM

PLACEMENT

SUPPORT

MONTHLY CAREER AND EDUCATION EXCERPTS

CAREER INFORMATION CENTER

VIDEO INTERVIEWS

CAREER CONSULTANT NETWORK

CAREER RESOURCE COUNCIL

PRACTICUM PLANNING HANDBOOK

VIDEO-TAPE EQUIPMENT

PROGRAM OF EMPHASIS

IN-CITY INTERVIEW PROGRAM

STUDENT ENTRY DATA

COMPUTERIZED GUIDANCE SYSTEMS

GRADUATE FOLLOW-UP

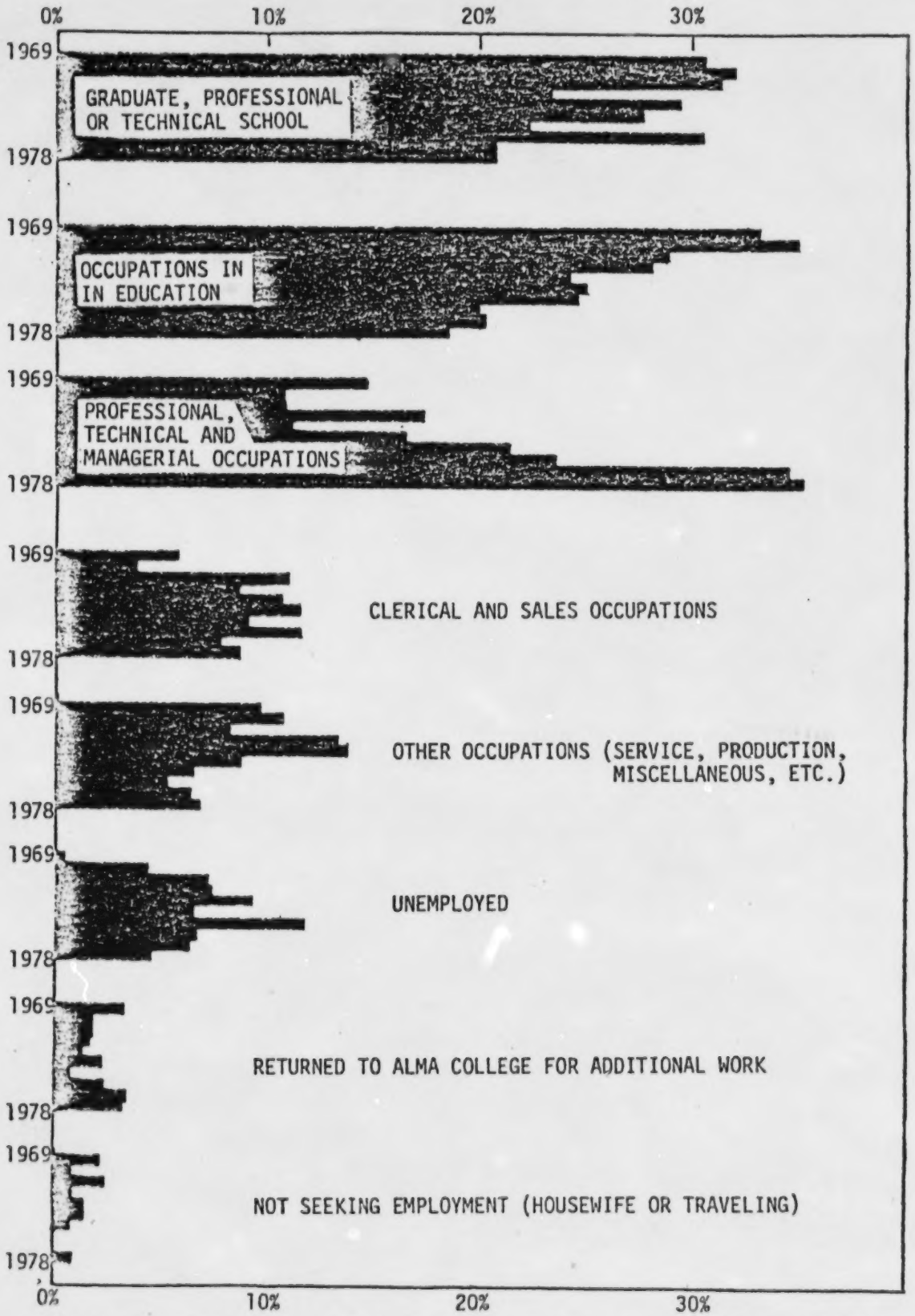
SLIDE 10

WHAT GRADUATES DID THEIR FIRST YEAR AFTER COMMENCEMENT

DATA FOR THE CLASSES OF 1969-1978

SLIDE 11

29



SOURCE OF CATEGORIES: DICTIONARY OF OCCUPATIONAL TITLES, 4TH ED., 1977

PERCENTAGES BASED ON RESPONDENTS ONLY

ALTERNATIVE SCHOOLS: TODAY AND TOMORROW

ROBERT BARR

I am not sure why two Midwesterners are out here to talk to a group of career educators in the state of Oregon about career education because your reputation far exceeds you and the Northwest. As a matter of fact, even with the little I know about career education, I do know that the place in America where it is happening is in the state of Oregon.

I am here to talk to you about alternative education. I come promising to tell you the truth about alternative schools. You know since the Carter administration we have lived in a new era of truth. If you remember the platform that he ran on, truth and honesty, do you recall his story about when he was a very small boy his father found a peanut plant that had been chopped down. His father called Jimmy in and laid his hand on his shoulder and said, "Jimmy, did you or did you not chop down that peanut plant?" It was amazing. At this very early age Jimmy Carter had already developed his high standard of truth and honesty which was to be reflected later in the White House. He turned to his father and said, "Oh Dad! I can not tell a lie, maybe I did and maybe I didn't."

I am here to tell you the truth about alternative education. As is true about any out-of-town consultant, I would be a bit specious and keep my eye on what I have to say because, maybe I will and maybe I won't, and I am far enough away from home that I can.

The first time that I became concerned about public education was when I was in the eighth grade. I was a young Texas boy, alive on the great American desert out there in the middle of the state of Texas. I'll never forget that deadly English teacher. She told the class that we were going to read an example of great literature and that the example of great literature was Silas Marner. Now being a poor, dumb Texas boy on the great American desert, I had not been exposed to great literature anyway, and Silas Marner just about did me in. My good colleagues here at the University in the English department will say, "Bob, go back and read it again." I say it is too soon. The scars are just too vivid. My students bought me a copy of it at the University and I have it on my

desk and I keep trying. But it seems that back when I was in the eighth grade they had a particular approach to education and I think it is alive and well in too many of our public schools and universities even to this day. I would like to address my presentation to this one particular characteristic that has troubled me since I was in the eighth grade. That is the tradition that we must all do the same thing in the same way at the same time, do it together whether we know it or not, whether we need it or not, or whether we will ever use it. I use an example of Silas Marner because when I was in the eighth grade that was the example of great literature and every child had to read it.

Not long ago I was out in one of those sleek suburban schools. The principal was showing me his educational plant and I said isn't it amazing where we have come and what we have done in American education. I said you know when I was in junior high every kid had to read one book. A hush fell over the entourage. I said, "Uh, do all your students have t . . .?" There was a grim nodding of heads. In order to get out of this junior high school you had to read one book. I grinned and asked if it was Silas Marner. This was kind of a tension relaxant and everyone sighed in relief and said, "no, no." Isn't it amazing how far we have come and what we have done. We have changed books. I said that must be some great book that it is so important, that it is so compelling, that it is so essential, that everyone has to read it! That book was The Yearling. I don't get it. It is a nice story about a boy and his deer. Maybe I am missing something. Maybe there are sexual undertones. But this kind of required reading does seem to reflect particular characteristics that prevail among much of education today. If it is important, then we all have to do it. This is what I have come to call the doctrine of fairness. You have heard it and you have done it -- it wouldn't be fair to all the other kids if you didn't do it. Therefore, on the strength of fairness we will do it together. We will do it together, we will do it at the same time, the same way, whether we know it or not.

I am going to expand on that topic for awhile. The first time that I used fairness, as a teacher, was in 1969. I had just spent four years at Texas Christian University majoring in Social Studies education and I was fired up. I was young and naive, but now educated. I loved history and I loved the past. And I thought if I could get my own class, I will just lay them back and knock them out and turn them on to the study of history. So I was hired at Fort Worth, Texas, to teach eleventh grade U.S. History. It was a dream come true. It was the one thing that I had always hoped to do. All that summer I had worked, prepared, and I was ready. That first day of school I was ready with my panorama speech to paint for them that vast history of this country and what it means to be a person of this country. So I will never forget that first day of class.

The students kind of shuffled in, slumped in the chairs, flies crawling in their faces. I realized it was a challenge. I wheeled into action. I really went into this panorama speech. The memory is still vivid. I said that we will begin with the age of exploration, and discovery as those gallant explorers who set out across the country and discovered the new colonies; the Revolutionary War; the Constitutional Convention and the creation of a great nations; the presidents; the wars and the battles. I was really into it and as I talked, I noticed this kid in the first row, three chairs over, becoming more and more uneasy. Finally in the middle of

my panorama speech, he raises his hand. I was afraid that I would forget my place but finally I stopped and said what is it. This kid's name was Jim Bennett. (He is now a minister in Dallas, Texas. In fact when I am in the Dallas airport, I will give him a call and we'll get together and talk about the good old days. I didn't know at that time that he was brighter than I was, or that he was well read, well bred, well travelled and articulate.) He had interrupted my panorama speech. What's the problem? He said he thought that he had had this course before. I said that I didn't know what he meant. He said that this sounded like the eighth grade U.S. History course that started with the Age of Exploration, Discovery of the Continent, the Revolutionary War, the Constitutional Convention and then the class ran out of time in about 1945. This class sounded as though it wasn't going to get any farther. Well, this was my first day in the classroom and I said, but this class was going to be better. I turned my back on him and began to panorama my way to the left side of the room. Out of the side of my eyes, I could see that he was becoming more and more uneasy, more and more fretful, and finally he interrupted this speech and said, "Hold it, Hold it, Hold it! There has been a mistake." I can't even get through my panorama speech and this kid interrupts! Intellectually, he just drove a stake through my heart. He said there had been a mistake! -- He knew this stuff; give him a test and he will prove it. I was stunned. I had suddenly discovered that of all the things that we are in public education, I wasn't prepared, at least back in 1961, for a kid to learn anything. We never covered that in Social Studies methods. I had been to Teacher's College and I knew exactly how to deal with the kid -- I defined him as a "discipline problem." Then I went on with my panorama speech. Later I took him aside and I said that I was sorry but it wouldn't be fair if he didn't study U.S. History; it wouldn't be fair to all the rest of the kids who have to study U.S. History; and in the spirit of fairness he would have to go through it again, whether he needed it or not, everyone would do it together. So we went our merry way.

Let me give you a couple of other examples and then I will begin my presentation. I had been a parent a few years and our little son was getting ready to go off to school. Those of you who are parents remember the time when your "little bitty fellow" went off to school. You took them to school; and sat them in there with tears in your eyes.

Now our little son was just an explosion of energy. About 6 o'clock in the morning he would just explode out of bed. My wife would say, "look out, he is up again." He was all over; all day he was into everything. His room was filled with pencils, paste, paint, growing things, plants, animals. He was learning all day long. Before he ever went to school, he had graduated from the Electric Company and Sesame Street. I will never forget one night when he came through the kitchen singing,"Conjuction Junction, Conjunction Junction." I asked him what he was doing. He said, "We learned a part of speech today." "What is a conjunction?" I asked. He told me that a conjunction is a coupler. And he "conjunctioned-junctioned" right out of the room. To him learning just exploded off the screen, had lights, sounds, and color, and just sweeps over you.

I was speaking in Toronto not long ago and went to my room to freshen up a bit and turned on the TV and there was the Electric Company. It was commercial time. There was a drum roll, music and lights. "This program has been brought to you by the letter d. d-d-d-d-d and everyone danced around. I turned it off and went out and stepped into the elevator. I looked at the man standing next to me. He looked like a banker. I noticed his lips were moving and saying "d-d-d-d-d." I laid my hand on his shoulder and said that it just goes to show you that you learn something new every day.

At any rate, this little bundle of energy went off to school. Suddenly there was a dramatic change. No longer was he exploding out of bed in the morning. Now we were dragging him out. He would sink his fingernails into the sheets and we would just have to rip him out of bed. In a few weeks he was having stomach cramps. He would get up in the morning and stagger around and moan. We would let him stay home and by 10 o'clock he would be like Oral Roberts had reached out and touched him. He would be around the house with pencils, paint, paste, TV on -- watching National Geographics. Being an educator I said something was wrong down at the school.

To make a long story short, I went down to the school. The teacher was the best teacher in the school, I have no doubts about that. My daughter, who is older, had already gone through the school. My daughter is very competitive, and she loved this teacher and her classroom. The teacher was tough. She had on the bulletin board this daisy. In the middle of the daisy was a kid's name and under the daisy was "Listener of the Week." I asked her what was the daisy for. She said that it was the highest award you could win in that class. Somebody could die in there and win the award. There was a tremendous emphasis to sit in your chair, get your row straight, and be obedient and follow instructions. They would play the quiet game. The one who was the quietest got to go to the bathroom first. My daughter just loved that, but my son was very unhappy in that particular approach to education. The principal explained that she was the best teacher in the school. I said that I had no doubt about that; she was a back-to-basics teacher; she was a fundamental teacher. I went down to the teachers' lounge and talked to some of the teachers. I found a teacher down the hall from my son's room who had studied in the British Infant School and thought of herself as an open classroom teacher. Her chairs were scattered around the room in learning centers. In the middle of the floor were carpet squares. There was a science learning center, a social studies learning center, and a language arts learning center. Little first graders had two hour blocks of time; they made decisions about their own learning objectives; and they scheduled themselves into these learning centers. I was amazed to see this process in operation.

I went down to see the principal. I said that I thought I had solved the problem. I thought that we needed to mix and match learning styles. We had a rigorous fundamentalist, back-to-basics competitive teacher and a very non-competitive learner. All we had to do was march the little kid down the hall and put him in a more flexible learning environment where he could move around. Before I even finished I knew what the principal was going to say. He leaned across the desk and said, "Hey, Dr. Barr, we could never do that. If we let your son walk down the hall, then everyone would want to change

classes, and in the spirit of fairness we will all learn in the same way, at the same time, we will do it together whether it works or whether it doesn't."

I assume that most of you have been public school teachers and so you may have to reach back to catch the meaning of this. I had been teaching for several years and I wanted to make it "big" in public education. I talked to my colleagues down in the lounge. I told them that I wanted to make it "big" in American education and so what should I do? They said they would take care of me and I should just relax. They assured me that the way to make it "big" in American education is to become a principal. I thought that sounded pretty good; that is what I wanted; I wanted to be a principal. They are the ones with a lot of authority. Now I asked how I should go about it. They said that I had to become a coach first. I didn't understand that but, I said that it sounded all right. So I went down and said that I wanted to become a coach and I became a coach. They gave me a blue cap and a whistle. I was big and so I became a coach and loved it. I loved coaching.

A couple of seasons went by and then I went back to the lounge and told the teachers there that I had been a coach for a couple of years and now what happens next. They told me to have a losing season. So I had a losing season. Then they explained that from this point on it gets tricky. Now I must be recognized as administrative "timber." And how do I do that? They said that wherever I go I must carry a clipboard and act like I am in a hurry. People will begin to recognize me as administrative "stuff." So I began to dash all around the school with my clipboard and watch, my blue cap and my whistle. People would call to me, but I would say I didn't have any time to talk then and I would dash off somewhere else.

The principal began to notice this. He began to recognize that I had administrative potential. He called me in one day and said that he had been watching me and I said that I was in a big hurry. He said he wanted to see how I would be as a disciplinarian. I said that I was one of the best. He said that he had a problem. I asked what the problem was. He said the problem was Beast Hollibee. I said "Beast Hollibee" -- What in the world was that? He said that he was the toughest guy in the school. He was mean, and just ran over the curricula. He intimidated his classmates and he extorted lunch money from the teachers. I said that I would deal with him later on that day and dashed off. I was in a big hurry -- I grabbed my clipboard, my cap and whistle and I was off to my classroom. I launched into one of my other panorama speeches and right in the middle of it walked Beast Hollibee. This was the first time I laid eyes on Beast. (This is a true story.) Beast was the ugliest guy that I had ever seen. He was just plain ugly; he was huge, ugly kid; he had long, gangly arms; he could stand erect and scratch his kneecap. The Beast was the scariest guy I ever met. He would sit in class and look at girls and wouldn't blink his eyes. He would just stare. He had cold, non-blinking eyes that would stare at those girls. The girl's parents would call in and say please move the Beast -- he is looking at my daughter. I thought to myself that I was not going to bother the Beast because he might start looking at me. There was a whole mythology that grew up about the Beast. It was said that as a kid he was so ugly that his mother made him wear a pork chop around his neck to get

the dog to play with him. I think that was a dirty lie. The Beast was just something else. He was the scariest guy that I have ever known. When the football coach spotted him, he almost passed out just seeing this huge guy. He came running in one day and said, "I found the key to our whole football team. Beast Hollibee can pass the ball with either hand, he is amphibious!" You can see the kind of colleagues that I had to work with and why I was recognized as administrative quality. (That is a true story.)

The counselor came in one day and said that we had a problem. She said she wanted me to look at the file of David Hollibee. I knew she was talking about Beast. We looked at his record and it was pretty grim. (In fact you can go to any school today and you will find the same record.) During the first six weeks of the grading period Beast had always failed for as far back as the records went. The second six weeks Beast had been evaluated very carefully by the teacher and failed again. The third six weeks, coming up with a semester grade, the teacher came to a grim realization. She was an "F" away from having Beast back. Almost every year, almost every semester Beast during the last six weeks grading period got a "D". He must have earned the lowest "D" ever given, because when the teacher averaged the "F", "F" and "D", Beast always slipped by with a "D" grade. Then some other poor devil got him. Year after year after year the same thing. The counselor said she wanted to show me a couple of things. They were test results for the Beast. They showed that the Beast was illiterate. He couldn't read at the second grade level and here he was in the eleventh grade. Suddenly it dawned on me what a terrible thing we have done to these young people by passing them along, passing them along, and we had never taught them to read. Someone said there was something wrong with <u>him</u> -- he was disadvantaged, deprived, disruptive and dumb. But I felt that we were wrong by not teaching Beast to read. Beast would shuffle into my classroom and I would take my big red history book, "History of a Free People," and would tell him we were on Chapter 13 and he would raise those non-blinking eyes and even though he never said anything aloud, I knew he was non-verbally saying, "Hey coach, I can't read Chapter 13; and since I can't read Chapter 13, I am going to react in a bizarre behavior pattern that is going to drive you and this school up the wall, amd I am going to fight back with every bizarre behavior I can create." And we thought something was wrong with Beast!

You must try to imagine what it would be like to be a kid that can't read. You go to my class and get the "History of a Free People", and go to the English class and get a copy of <u>Silas Marner</u> and another class, all day long, and semester after semester, year after year. Let me tell you that twelve years is a long trip to have to continually be confronted with the fact that you can't do something and no one is teaching you how to do it. Of course, I never really told the Beast this. My actions in that classroom were clearly a message from him that said -- "Hey, it wouldn't be fair to everyone else, and in the spirit of fairness we will do the same thing in the same way; and we will learn the same thing in the same way, whether you're like Jim Bennett who already knows it or if you are like Beast Hollibee and can't read it and we will do it together. We will do it together in the spirit of fairness."

I think that the spirit of fairness is alive and well in public education today. I see it in colleges and I see it in higher education. I see it in universities. I think that one of the things that we have done in teacher education is that we have assumed that there is one and only one way to teach. We have prepared teachers to teach in one way which is just like the first grade teacher with straight rows in a classroom setting with 30 kids. That is the way to teach and that way is alive and well in teacher education.

One response to this method of doing the same thing with everybody is the development within public education of a dramatic movement that is almost ten years old. I happen to think that it is the most important movement that has occurred in public education. It has occurred almost unnoticed or it had been unnoticed until five or six years ago. I think it is one of the most important trends and developments ever to occur in public education. It has a direct impact on what we are doing in higher education. That trend, if I am correct (and I have certainly been wrong before), is a trend toward diversification of public education. I think that we are moving away from the assumption that every child must do the same thing for twelve years in one basic program to get a high school diploma and go to college. I would think that we are moving away from that one way. During the last ten years that tradition is beginning to change to increased range of diverse programs for teachers and students.

During the last few years or so there has been a tremendous growth of alternative public schools. At Indiana University we have tried to keep a directory of all of the alternative schools. In 1978 we just lost touch with it because the growth has been so great. It is hard to find a school district anywhere where they have not developed a wide variety of different learning opportunities for kids. The National School Boards Association has done a survey which indicates that 28% of all school districts in America in 1978 had alternative schools in operation. Two-thirds of all urban school districts in 1978 had alternative schools in operation. I raise the question of why this happened. What has led to the increasing diversity of public education?

The first thing and, I feel one of the most important things that we have ever come to accept in the basic tenets of education, is the theory that students learn in different ways. Some students won't learn and can't learn under a typical classroom setting. But when given the opportunity to match their learning style with an appropriate teaching style, miraculous things can happen. Directly related to that is the growing recognition that there is more than one way to teach. There is a wide variety of legitimate instructional approaches that should have an impact on what we are doing in the universities. There is just so much to learn that no one child can learn everything. There is just too much to learn. We are increasingly forced, because of the nature of knowledge itself, to diversify and let people make decisions about what they might want to learn. And last of all, there is a growing recognition that for some things you have to go to school, you have to have teachers, textbooks, media centers, libraries, and overhead projectors. But there are other things that can never be learned in a classroom. I enjoyed so much hearing this morning that university faculty members are going back to industry to have experiences because I am convinced that the most important things that we can learn, we learn through experiences.

Why alternative schools? In terms of every Gallup Poll ever conducted in recent years there is a trend that shows public support and attitudes favor the growing diversity of public education. In ten years, 50% of the people will be employed in jobs that they haven't even dreamed of or thought up. I don't understand that. I don't know what they are talking about. Think back ten years to the late '60's or even to the late '50's. Think about the world in which we live now. Time magazine says that 90% of all of the scientists that have ever lived are alive and well and working in laboratories. Someone said, "Well, they sure must be old!" There are so many of them out there. New knowledge is constantly generating new jobs. As a matter of fact, the entire body of knowledge that we have assembled is doubled every three to five years now. It is unbelievable to imagine. Things that you and I are walking around right now believing are true, because five years ago we learned it in a college class, are not so. When I was a history teacher, I used to say that the human species emerged there in the Euphrates River Basin with its great land and connected Asia, Africa and Europe and the kids wrote it down and we tested it and we reviewed it and we studied it and it was wrong.

My wife came home the other night from taking a Red Cross course. She asked me what I would do if someone was bleeding on the arm. I said I knew that you put a tourniquet on it because I had studied that and had learned exactly what you do if you find someone bleeding. She then asked if I knew what the single cause of the most deaths in World War II was? The tourniquet. When a man was wounded in World War II, we put a tourniquet on him and he died because he developed gangrene. Now-a-days you don't put tourniquets on people. You go back to your Red Cross to find out what you are supposed to do.

I am almost afraid to go to the doctor these days. I always ask if he is up on his reading. Has he read his Journal this month. If not, don't touch me!

I was just reading about open heart surgery. Now they are saying that after five years of doing open heart surgery there is some question about the value of the bypass. Something that five years ago was hailed as a great break-through, is now thought to be killing people or just prolonging their lives a little. Ah, the tenuous nature of knowledge. Things that you and I believe and are walking around with today are no longer true. Isn't that frightening? It scares me to death and it is happening in every aspect of life.

Margaret Mead described this, and I have respect for her. She said that because of social change we are like immigrants in time; we are like immigrants that have just stepped off the boat to a new land; and we are constantly just stepping off the boat into a new land. We do not understand the language, we do not understand the customs and the way of life around us. Just think of the last five years of your life. Think of the last five years of the history of this nation. Think of ten years ago. Think of 1968 and think where we were and what we thought was happening. Back in the late '60's, I was convinced that Black Panthers were going to make a revolution in this country and now they are running for mayor

in Oakland, California. About the time we get adjusted to one thing, about the time you think you understand the world and you have a grasp on life, the whole thing begins to slip and slide; and we have stepped off the boat in a new land. We do not understand the customs and many of our most basic assumptions that we live and work with are inadequate and wrong. Let me give you a couple of quick examples.

I was raised on the desert in Texas on a ranch. My father taught me never to buy land without shade trees and water. In my world any other land would be completely useless. Now I stepped off the boat in a new world. We used to live in a world with a radius of about 50 miles. Everything happened in that fifty miles. We had a neighborhood grocery, a neighborhood church and we had a neighborhood school. All that is gone. We have stepped off the boat in a new land. As a public school teacher I used to have a dream that some day I would fly to the nation's capitol and I would see Washington, D.C.! Now I fly to Washington, D.C. in the morning, have meetings at the federal agencies, fly back home in time for dinner. We really stepped off the boat in a new land.

My father told me as a boy to never get married until I had $5,000 in the bank. That advice doesn't work any more. He told me never to make a transaction unless I used cash. I now realize that I don't need cash, I need "clout." We live in a new world and about the time we get adjusted to credit cards, we will step off the boat into a new world.

I made my son some flash cards to learn the multiplication tables. He rolled his eyes and said he wanted his pocket calculator. We stepped off the boat into a new land and a new world.

Somehow my old sexist attitudes have been shattered and shakened. I am a jogger, I wouldn't say that I am a runner because I am too slow, but I worked up last summer to a ten-mile run and I was puffing along at about eight miles, and I had my rhythm and was feeling good when a middle-aged woman came firing by me. As she went by, she turned her head and said, "Hang in there, big boy!" We have stepped off the boat into a new world and are not trying to gain some new insights.

There were very racist conditions when I grew up in Texas. The blacks rode on the back of the bus. I could tell black jokes all night long. That was who I was. Then I met a man in graduate school named Raymond Crawford and that completely shattered all my perceptions. He was a bright, articulate, talented man . . . and he shattered them all. I had to step off the boat into a new land. Let me tell you that I am disoriented and confused because the world keeps slipping and changing. As we educators perceive all of this, one of the things that we will have to do and that our students will have to do is to continually raise the question: What am I going to be when I grow up? My wife keeps saying, "What are you going to be when you grow up?" I keep saying it is "too soon, too soon," I don't know.

Regardless of the reasons, there has been a plethora of alternative public schools developed in this United States. I happen to think that they are the most exciting, the most creative, the most closely attuned to what we

know about how people learn, than anything we have ever done in American education. So far we have just seen a sample. Some people started keeping a list of all the alternative schools. They were called schools of choice; optional schools; and now the newer terminology, in terms of desegregation, is magnet schools; or as the opponents call them, "magot" schools.

Alternative schools have a dramatic affect on violence and vandalism in public schools. In fact, one U.S. Senator from Indiana conducted a year long Senate investigation on juvenile delinquency and it concluded that the single most recommended program to alleviate violence and vandalism in the schools was the alternative school. He also reported that we are spending more in America on violence and vandalism and school security than we do on textbooks. I find that almost utterly impossible to believe. But in this year both Time and Newsweek magazines reported case studies of schools, some of which were suburban, that spend more on window breakage than they do on textbooks. So some people are saying that one way of eliminating violence and vandalism, or at least addressing the issue, is developing an alternative. I mentioned earlier the magnet schools. Almost every major city in the United States that is involved in school desegregation is utilizing alternative schools as magnets to try to draw students of different backgrounds to voluntarily choose to go to school. It has never been conceived of as a total desegregation effort but almost everyone now concludes that it is an important component of any desegregation effort.

The last thrust to develop the momentum of alternative schools is the growing interest in back-to-basics schools. I don't know if you have visited any of these but I haven't found a school yet that says they aren't teaching the basics because all teachers are interested in the basics. But many of these back-to-basics schools are really rigorous. They have homework, dress codes, behavior codes, hair codes, they have every kind of code, but the kids are happy. They are learning, their parents are happy, and there are increasing numbers of them across the United States.

Some people ask, "What are you talking about when you say alternative schools?" The first thing I am talking about is, not a particular kind of school but a series of characteristics. I am talking first about the schools where students voluntarily choose to attend. Parents voluntarily choose the school. Teachers voluntarily choose the school.

You know when I move into a community no one tells me that I have to go to church closest to me, no one tells me that I have to go to the doctor closest to me, no one tells me that I have to go to anything closest to me, except school. But on the basis of where I happen to move and live, in an apartment to buying a home, I am assigned a school, a principal, a teacher, a textbook, a curriculum and an approach to education, whether it works or not. I had no choice when it comes to public education until the development of optional schools. If I and my children have the opportunity to make decisions about our health, and I believe that we do; I believe that we should have the opportunity to make decisions about our education. I think that my education is about as important as my health and some say that you don't really mean to let little kids make decisions about school. Yes I do, along with the parent, along with their physician, along with

their teacher, we sit down and we talk. I go to a general practitioner. I don't think that he does anything but refer me. But he sits down and he diagnosed the problem and he gives me some alternative strategies for treatment. Finally, we are beginning to see that the same characteristics emerge in public education -- program distinctiveness. When we talk about alternative schools, we talk about schools that are very, very different from one another. Berkeley, California, got a federal grant and developed 24 alternative schools. Three years later the evaluator said they developed Funky School #1, Funky School #2, on to Funky School #24. He said that there were no alternatives there. They were all the same school, comprehensive set of learning objectives, shared decision making, curriculum that affects the total child, and comprehensive evaluation. This is what I am talking about when I talk about alternative schools. School of choice.

There are at least four different types of alternative schools. Let me give you some examples. At the elementary level, where alternative schools have really flourished in recent years, the alternative typically focuses on different approaches to instruction. They provide an opportunity to try to match up kids with particular learning styles to particular learning approaches. We now know that there are at least five legitimate, theoretical approaches to education. Each has a theory, each has a philosophy, each has an instructional technique, each is supported by research, and each has a history of activity. These are theories like continuous progress education, open education and behavior modification. It is all because of the work of Skinner; Skinner and his damn pigeon. Remember that? If Skinner can teach those pigeons to do all the things that he taught them to do and the pigeon doesn't have to think, someone said that maybe we could use that approach to teach mentally retarded kids. So they got profoundly retarded kids and used conditioned responses and reinforcement, the same technique that Skinner used with his pigeon and suddenly we could teach profoundly retarded kids who previously could not learn. We could toilet train them, teach them to put on their shoes, teach them to get dressed and teach them to eat with a fork. We could do miraculous things with a different approach. Then finally the big breakthrough. Some one said if we could teach a pigeon, maybe we could teach Beast Hollibee. For all these kids who can't sit in a classroom for 15 minutes without disruption and have short attention spans, who don't have any basic skills, who have no motivation, and for those kids that just don't work in a classroom, you can develop effective, humane programs, using effective behavior modification and I'll tell you miraculous things can often occur. There are different approaches to instruction; and they are alive and well out there. I think that we are going to live to see the day that every child and every parent in America, when they go to elementary school, will have the opportunity to choose the learning program that is in their best interest.

Some programs place their emphasis on curriculum. This is true at the secondary level. As you move out of the learning styles in the secondary level, the alternative becomes more programmatic. They involve a lot of career education and vocational kinds of things. There are a lot of centers for urban studies, centers for science, centers for math, centers for career education.

Other programs place their emphasis on resources and facilities. Some alternatives, typically referred to as schools without walls, utilize the

whole community as a learning opportunity. It is not so much an approach to learning, but it is the utilization of the community as a classroom. One of the unique resources, especially for career and vocational education, is these big industrial parks where resources are gathered together in one area and the people come to the park. I am sure that you are familiar with the Dallas Skyline Center. This center has just about everything there, and every child in the Dallas Public Schools can leave their own school and go to the Skyline Center for learning.

Some alternative schools are much more interested in the kind of kids they are addressing than in the approach to learning. These are the schools for pregnant students, schools for young parents, schools for dropouts, schools for kids who don't go to school. That is alternative education in the United States.

About six or seven years ago Minneapolis Public Schools took four elementary schools and in each one they developed a particular approach to learning with different instructional approaches. One was a contemporary school. That was just the regular school but they didn't want the kids to go home and say that they went to the regular school. Two was the open school, three a free school and four an individualized progress school. In 1975 the school board in Minneapolis voted that these options would be expanded to all the parents in Minneapolis. It is not quite there yet, every parent doesn't have four choices; but every parent does at least have some choice so that they begin to move around. Despite budget problems and declining enrollment and all the kinds of problems that we are facing in education today, Minneapolis is committed to optional schools.

Grand Rapids, Michigan -- I like to use Grand Rapids, Michigan, because it is conservative, Midwestern and Gerald Ford's home district; and you think that if you can do it in Grand Rapids, you ought to be able to do it anywhere. Grand Rapids has these elementary options -- traditional schools, open schools, Montessori schools and performing art schools. On the secondary level there are the programmatic shifts -- science, math, behavior modification.

Houston, Texas, developed within an eighteen month period, over 40 new optional schools at the elementary level. They have a career education orientation center. Secondary level has a very strong emphasis on career education and vocational education. They have a school at the World Trade Center; they have a school at Baylor Medical Center and they have a school at Petro-Chemical Center.

Do they work? Five years ago parents used to ask if going to one of these schools will louse the kids up. We would say we didn't know. Now we do know. It will not louse him up anymore than any other school. As a matter of fact, we have been collecting research at Indiana University for these last six years. These are external evaluations, and the Ford Foundation, in a very important study on schools, reported that alternative school students performed at least as well as their counterparts in traditional schools. For those who had not done well in traditional schools, they had done markedly better. There was almost a lack of violence and vandalism in alternative schools. Some people say better attendance rates occur when

there is an opportunity to voluntarily select a school or program, but I find that alternative schools are out there. They have been in operation for several years and they are working. They are working!

Some people think that when you create programs like this they cost more. That is erroneous. They can cost more but they don't have to cost more.

Alternatives for troublemakers. Principals love this one. They say I will send all the troublemakers there. Send the bus by. Now one such detention center is called the Waldon Learning Center. Let me tell you I don't care what you call it but a detention center is a detention center.

Some people think that the alternative schools are those "loosey-goosey" free schools folks walk in the sunshine and smoke dope and do macrame'. Mankind doesn't live by macrame' alone.

It has also been said that alternative schools don't teach the basic skills. As a matter of fact, the kids who don't have the basic skills learn them better in alternative schools.

There are some unfortunate trends. Often alternative schools are developed on the basis of very subtle tracking with which you are all familiar. Offer a program for the gifted and talented and they will choose it. Offer a program for the dumbies and the black kid will choose it. Before long you have a problem that you must recognize and deal with immediately. Some educators say they have a new alternative school but what they have is the same old program with a new name.

One of the problems you may encounter is that when you create a program that is different, alive and creative, some administrator says that the grading process won't fit the computer or everyone must use the same standardized test.

How does all this apply to career education, and how does it apply to higher education? We now know, and research has supported the idea, that institutions have culture. There are behavioral regularities that influence the people who work in the institution. If all of us were suddenly dropped down in Monterey, Mexico, pretty soon we would begin to pick up certain terms in our language, begin to take a siesta in the afternoon, we might begin to dress differently -- the culture would have an impact on us. It would change who we are if we spent enough time there. If you put somebody in an institution, that person is not going to change the institution; the institution is going to have an impact on the person. If you accept that as a hypothesis, then I raise the question of what are we doing in teacher education to prepare teachers. We teach them the best we know about how people learn;we teach them the best we know in terms of instructional techniques and strategies; we teach them the best we know about curriculum materials; and then we put them into a particular model. I'm not saying that it is a bad model. I'm just saying that it is one particular model. Research says that within eight weeks the students have to abandon their own norms about learning and teaching and move closer to those of the school. Then the students come back to us and report that all that junk in methods class didn't help at all. I think we are gaining an insight there.

In fact, studies of first-year teachers show that by the end of the year they have moved even closer to the norm of the school. Purdue University did a study of first-year teachers and fifth-year teachers and the kind of teacher who left college with all that fine preparation had vanished. They had either left the school or they had come to accept the norm of the school. This takes place in very subtle ways -- "You'll learn honey," or "We don't do that," or other kinds of subtle pressure that makes people conform to those unique behavioral patterns and norms that are alive in a particular institution.

Now if this is true and I really believe that it is, what does it mean for teacher education? What does it mean for career education? First of all, it means that all that we have been doing in teacher education is just maintaining the status quo in a very, very poor way. I think that all we do is kind of develop grill and knife fighters and then we throw them in. It is like flying over a swamp and dropping survival kits. Here's the new social studies kit, here's the new modern math kit, here's some student teachers. And after a while the swamp sucks them all down and covers them all up and there is the public school relatively unchanged.

So what should we do? At Indiana University, six or seven years ago we were convinced that this method was not too effective. As a matter of fact, personally I felt like Martin Luther -- here I stand; I cannot, I will not continue to send young student teachers who are idealistic, who have new ideas, who have the best techniques, the best training that we can provide them and put them in a model that moves them toward all those traditional approaches that I don't support. So we decided that we needed to find out if in public education there are different approaches to education. At that time this was hard to do. Few people even knew about alternative schools then but there were a few around and we began to find them.

We also began to find out that certain people were unhappy in a regular classroom but they wanted to teach. We even found people in arts and sciences that wanted to be teachers but they couldn't deal with public schools and with that traditional classroom setting. What we began to do was match up the and categorize all these different kinds of schools. We began to talk about open schools and Montessori schools and continuous progress schools and back-to-basics schools. Many people said these were valueless. Then we turned to teachers and said what kind of teacher are you? Through a long process we helped them to identify the kind of teacher they thought they were. Sometimes they had to go out and try it and make a mistake.

I really believe the only way to learn to teach is to teach. I really believe that. If the culture of the school is out there and, if I am accurate that it is out there, then what I have got to do is to help a person become an open classroom teacher? First, given them some instruction and do all you can in terms of training; then my assumption is that you find the best open school in America and let that person teach there for a year. At the end of the year do you know what has happened? The cultural impact of the school has moved the teacher who wants to be in an open school toward actualization. I think that it makes sense. Right now in the United States,

seven or eight years later, we have about 40-50 certified teachers interning for a year in schools that they selected. These are a teaching internship. They are located in Eugene, Oregon; in Seattle, Washington; and three school districts in California; two school districts in Utah; in New Orleans; New York, all over the United States and Canada. We have developed contracts with those schools and those schools have agreed to pay our people half-salary for the year's teaching experience while they earn 18 hours of graduate credit through a variety of processes at Indiana University. Over 97% of them have been employed since the program started. I believe that this system really works. I believe that in all of our teacher education programs, we must begin to help students, undergraduate as well as existing classroom teachers, to realize that there are many, many different careers in teaching.

So at Indiana University we have a teacher education program for native American Indians. Our students teach on the Navajo reservation. We have been doing that for five years. We have a teacher education program for Chicanos in South Texas and New Mexico, and the students teach in a bilingual setting. We have programs for urban education and programs for rural education. In alternative education we can literally broker with a person who walks in our door and says I want to be an individualized progress teacher, I want to be -- whatever kind of teacher that they want to be -- we have a school that will provide them an opportunity to go and teach in that school for a year.

I believe that says something for us. What we have discovered is that people who have been interested philosophically with a commitment to education, who would never teach in one of those comprehensive schools, are now coming and saying I want to be a teacher. We are now finding people who taught for two years and quit and became waitresses for a couple of years, saying this is what I have always wanted. We even have people who are lawyers saying really I always wanted to be a teacher. Well, I think that the idea works and I think that it has something to say to career education.

ACHIEVING SEX EQUITY IN CAREER EDUCATION

SHIRLEY MC CUNE

Yesterday, after coping with a number of problems associated with the airlines strike, I finally got on the right plane, but one of the funniest parts of being on the right plane, is that I was seated next to a doctor who was coming out to work with the University Medical Center in Portland. He was very much interested in what I did, so I gave him my card. He looked at it very carefully and said, "Sex equity," and looked again. Then he asked, "Are you associated with Masters and Johnson?" I assured him that is not exactly what sex equity was all about, but his was a typical response.

Today I would like to give a general coverage of some of the thoughts that I have had on sex equity in career education. I see sex equity basically as a vehicle for accomplishing the goals. When I speak of the goals, I speak of the reform goals of career education.

Let's start by taking a look at career education. We have spent a fair amount of time during the last few weeks working with a project of Council of Chief State School Officers. We tried to identify some of the things that have been articulated by Ken Hoyt, Director of the U.S. Office of Career Education in Washington, D.C. When we look back at the beginning of career education, in the early 1900's, we can say now that there were some relationships to the establishment of vocational education. Our present emphasis on career education began in 1971 with a speech that Sid Marland made in Houston. Basically what Sid Marland, then Commissioner of Education, said was that we should pay a great deal more attention to preparing students for productive lives and we should be particularly concerned about the role of work in their lives. Since that time a lot has happened. In 1974, the U.S. Office of Education established an Office of Career Education. We have seen the passage of the Career Education Incentive Act. We have seen the development of a variety of research, development and demonstration projects, and a philosophy of career education that is probably much closer to equity concepts than one may realize.

Career has been defined as the totality of work that one does in the course of his/her lifetime. Career education is, therefore, defined

as the totality of experiences which are free of biases and stereotyping through which one learns about and prepares to engage in work. That, by the way, is the language of the Career Education Incentive Act. I think it is important to note that the Act was written with the issues of biases and stereotyping uppermost in Congress's mind. As with many things in life, however, the implementation of the program and the ideals of the program are not always the same. Goals have not always been set. It is interesting that Ken Hoyt's A Primer for Career Education really didn't specifically face the issues of biases and stereotyping. This has been a consistent criticism of career education programs. Those of you who are familiar with some lobbying efforts know that Ken has been questioned repeatedly by people concerned about race stereotyping and also sex stereotyping. Many of the career education materials and projects have, in fact, perpetuated sex biases, stereotypes, and the status quo, rather than achieved the kinds of reforms that were once envisioned in career education.

One of the most basic principles of career education is that it should provide all students an opportunity to explore and prepare for the variety of work roles. Traditionally, those work rules have been assigned on the basis of sex, race and social class. Students have been systematically challenged to prepare for those roles. However, our society has changed and the prescriptions that once seemed to be the natural order of things are changing. We are beginning to understand that we, as educators, have a responsibility to prepare students for the change of the conditions in society, not simply to perpetuate what has been done in the past. One way we can do this is to utilize the knowledge and experience that has been built up in a variety of educational equity movements as a vehicle to achieve the reform that has certainly been part of the goal of the career education movement. Although we must continue to give attention to all of the form of biases and stereotyping which are evident in education (by that I am referring to race, national origin, social class, handicap and sex), I would like to focus on some of the issues relating specifically to sex equity.

I will deal with three basic points. First, the need for sex equity. Why it is important? What are the goals of sex equity? Why sex equity is such an issue in education? By the way, I will make a prediction right now. In five years sex equity is going to be even more of an issue. The proficiency exams continue to proliferate mistakes and education is being challenged with all kinds of evaluation. One of the biggest difficulties right now is that evaluation clearly demonstrates differential achievement by race, sex and national origin. That is a problem we are going to have to deal with.

The second point that I would like to review is the way that sex role stereotyping and sex biases have been perpetuated in education and what we must do about it.

Thirdly, I am extremely concerned about the lack of responsiveness and the lack of effort that we have seen in teacher education institutions. I am making that as a general statement although I am sure that it is

not true in Oregon. I think that we must conclude from various surveys that throughout the country there have been relatively few efforts by departments of education who prepare teachers, counselors and administrators to really incorporate the issues of equity and to insure that preservice programs are preparing people to deal with these issues when they get out into the field.

Let's look at point number one, the need for sex equity. There are a lot of ways that you can analyze what the need for sex equity is all about and how to deal with it. There are two contexts that I feel are particularly important for educators to think about. One is what I like to refer to as the social/occupational context. There is no way in career education that we can deal with this issue unless we take into account the ultimate outcome of the work roles in adult society. We need to examine the paid work force. I am not saying this is the only goal of career education, but I am saying that it is one of the goals and one of the areas that is certainly going to be examined by the public in terms of looking at the effectiveness of career education as well as vocational education programs. If we look at that goal, I think we must look at what is happening in the work force. We find that the development of work force has paralleled the large scale social change in our society. These changes have happened very regularly, have been going on for some time, and are quite predictable for any country that goes from an agricultural to an industrial society. We have seen clearly in the developing nations the changes in work roles and sex roles and in the assignment of roles as well as the kinds of equities that have been generated in the society.

How has the world changed and what has happened in this change? There have been a lot of changes in terms of both women and men. I think that it is easier to see the change in the roles of women so let's take a look at those. First, we would have to say that the most important things that have changed totally have been the movement and entry of women into the paid work force. The 1977 figure shows that women now constitute 43% of the paid work force. That was a statistic that was originally projected to be the rate of percentage of women for 1990. We are running way ahead of schedule. Women are moving into the work force. In 1890 virtually the only women who were in the paid work force were the very poor and primarily the minorities. There were very few white women in the paid work force and those women were there only for a period of time prior to marriage. After marriage they dropped out of the work force.

In a recent study completed by the Conference Board, which is a group in New York that does research on manpower issues. The study states that the increases of women in the work force is not only the result of more women moving into the work force but also because more women are being retained in the work force. So today we see that 55% of all women with children under six years of age are in the work force. We are not seeing the dropout rates because women are understanding what the problems and difficulties of dropping out does to a career, plus the real economic issues. In a 1973 census, contrary to what most people think, Asian women have a higher work participation rate

and that black women have had the longest participation rate in our society. Phillipinos, for example, have as many as 57% women in the paid work force. Today, 57% of all women between 18 and 64 are in the paid work force and it is very clear that the majority of women will continue to work.

A second change which accompanies this is that women are having fewer children. The birth rate has been steadily declining. We have reached a point of zero population growth in our society. There has been slight increases in the birth rate, which seems to be explained by the "thirties" generation having babies today. This is explained, in part, by the fact that people have devoted themselves to their careers and at age thirty are beginning to think that they do have children at this point or they won't have any. There has been a slight upturn, but basically we are still at a zero population growth rate.

More women are becoming heads of households today as one out of three marriages will end in divorce within eight years. People remarry but there is no question that women are heading more households, whether single or divorced.

A fourth thing that contributes to the change is the fact that women are increasingly better educated. Women are completing 12.6 years of education whereas for all men it would be about 12.3 years of education. While many women do not go on to college and finish higher levels, they are slightly more likely to finish high school than before. All of the research that has been done over periods of time, thirty to forty years ago, shows that there is a high correlation between the number of years of education and women's participation in the paid work force.

These changes have certainly brought about complementary changes in the lives of men. In our society we have pretty much decided that changes for women are going to affect others, too. As women enter the paid work force, men assume increasing responsibilities of work in the home and care of the family. We are now seeing a very different pattern. In one way, it is a return to the frontier society where men and women were settling in rural areas and working on the farm together and caring for the family together. Another positive change in the lives of men is that the economic reasons for marriage, which once held people in marriage situations, have diminished. No longer are as many women economically dependent upon a marital relationship. Marital relationships have had to assume an increasing amount of psychological needs. Marital relationships have had to fulfill needs other than just straight economic needs.

Eli Ginzberg has referred to the phenomenom of women moving into the paid work force as the single most important phenomenom of the twentieth century. The implications of this will not be known until well into the twenty-first century. Ginzberg points out that this means vast changes for all of society and we are just beginning to feel some of them. This has been a steady trend since 1900. It is not something that came on the horizon suddenly and it is clearly a change in the total society.

Let's look at where women are located in the work force. Very clearly it is stated that women are concentrated in a few limited number of women occupations. This is what has been labeled by sociologists as the "pink collar ghetto." The "pink collar ghetto" is primarily work in three areas. 80% of all women who work outside the home are working in jobs that are primarily occupied by women. 70% of all women who work can be found in three areas: (1) clerical (35%); (2) service occupations (18%); and (3) professional and technical (15%). Most of the women in category three are elementary school teachers. By contrast only 50% of the men who are employed in the paid work force are in the three largest occupational areas.

Let's take a look at why women are in the paid work force. They work because they need it economically. Contrary to the idea that women work for pin money, a great majority of the women (nearly 2/3) do not have any other option. 42.3% of women workers are single, separated, widowed or divorced, and they have to work outside the home to support themselves. Another 26% are married to men who earn less than $10,000 and women contribute to the family. Minority women are more likely to be working because of economic need and minority women tend to be more concentrated in the lower paying women's occupations.

Let's take a look at the difference in earnings of women in the paid work force. Earnings are not the only measure of an occupation but they certainly make a difference. Since the passage of the 1963 Equal Pay Act there has been virtually no change in the gap between men's and women's earnings. That has been rather shocking to most people. As we continue to pick up the media coverage and read about the first woman astronaut, the first woman steel worker, the first woman construction worker, the first woman owner of a firm and as we look at the statistics of women in law school, medical school, we seem to come out with the idea that things are getting better. The truth of the matter is that while individual women have benefitted, the amount of sex segregation in the work force has actually increased and there has been a slight increase in the differential in earnings. How can that happen? It happens because the entry of women into the work force is at such a high level. They are moving into jobs faster than they are moving up. What are they moving into? What jobs are available today? Clerical, secretarial and low paying jobs. What the statistics really are saying is that while there are individual achievements and improvements for women in general, the total status has not changed or, if anything, it has declined. We have got a long way to go.

Why is all of that important? I would like to give you two more statistics to illustrate the issue of differential income. In 1977 figures the median income of female college graduates working full time is still less than the median income of males with an eighth grade education. A second illustration is that in 1977 the median income of women college graduates was slightly over $10,000 whereas the median income of male college graduates was slightly over $18,000. Again the AAUP study indicates that there is an increasing gap in male/female pay of people working in higher education. We see that

there is an increasing decline in the number of women professors. There has been an increase at the instructor level but a decline at the professor level. So... all is not well.

One of the major indicators of our society, namely the work roles that people will occupy in their lives, says that we have a lot of work to do. That is not just career education's problem, but is it just education's problem. It is a societal issue for which we all have to accept some responsibility. That is one of the reasons that we should do something. Obviously, another reason that I will not dwell on is the legal context because you have had previous exposure in prior Consortium workshops. Title IX now prohibits discrimination against students on the basis of sex, although we have some real problems in Title IX. The guidelines which were released for higher education institutions have gone back to Secretary Califano. Califano sent them to Congress. Many people feel that they have already been to Congress too many times. The issue is whether or not Congress will vote on the exclusion of male athletic programs. It would not make any difference in physical education classes but it could change the competitive sports so that income-producing sports may be exempted. That, of course, has been the position of the NCAAP. There are many people who are lobbying very hard.

A second part of this problem presents a technical issue as to whether Congress intended Title IX to cover the issue of employment. Several courts have now ruled that employment is not covered under Title IX. The Office of Civil Rights is not investigating any complaints dealing with employment but are referring them to the Equal Employment Opportunities Commission. The reason that this litigation came up originally is that a school board in Michigan brought up the issue because they did not want to pay pregnant teachers for sick leave during the time they were bearing children. If they could get Title IX declared invalid under Title VII in the Civil Rights Act, it would be covered. Congress passed a law that even under Title VII no company or no employer with more than 15 employees can deny sick leave pay to women who are having children nor can they endorse insurance plans which do not cover medical costs for women, if they cover medical costs for men.

I think it is important to look at the role of paid work in our lives as it contributes to our self concept and to our whole status and self image. It has been said, and I don't think that it is an exaggeration, "you are what you do." Increasingly we all define ourselves by the work that we do. Until women are able to begin to plan occupations and careers, they will continue to have the self image problems.

What does that mean for education then? Education is not responsible for all sex role stereotyping. That starts much too early for education to be blamed for that. It certainly does reinforce and perpetuate sex stereotyping and it does follow the norms of society. If, in fact, we are going to deal with the reform goals of career education, I think that we are going to have to do the following. This may sound a little different because I am going to state it in a different fashion in terms of goals. I think that goals are different

for females than they are for males. All education programs are going to have to convince female students of the following: If students are female they must know whether or not they marry and have children, they will be working for pay outside the home for a large portion of their lives. One of the great tragedies is to go into a high school where female students have been exposed to women's studies. None of them really believed they were going to have to work. They all believe in the Cinderella syndrome -- Prince Charming will come and rescue them from all of this and they will not be involved in any work outside the home. Granted some of that syndrome is perpetuated in the media, but it is a very cruel kind of expectation to place upon women. As long as women believe in that syndrome they will not prepare for the work force.

The second thing for which we must convince women, is that they are going to have to work to support their families. It isn't going to be a matter of finding something to tide them over. At present most young women do not prepare for careers! They get a few secretarial skills to tide them over, but they do not think of the realities nor about career planning. Another thing about which we must be more honest with girls is that unless they prepare for the paid work force by deciding on some form of occupation and obtaining the education they need to carry out that plan, they are more likely than a male to be limited to low paying jobs. These jobs may not be as interesting nor provide opportunities for advancement. That is what we have to do with females.

Now what do we have to do with the males? It is important that the men begin to change as well. The first thing that male students better know is that if they marry, they may not be the only person who works for pay outside the home. They are likely to have a wife who works to contribute to the economic support of the family. It is important that they understand this provides for additional needs and also gives a certain amount of freedom to both partners. It provides an opportunity for males to take advantage of some things that once would not have been available to them. A second part of all this is that as the women move into the paid work force, men are more likely to do more work in the home in taking care of the family. I am very pleased to see that some states have laws that require all ninth grade students to take a year's course in Survival Skills. This really is a form of career education in a sense that they have to have six weeks in a variety of occupational areas. They have something in general career planning; career exploration; shop or home economics classes; and the goal has to be to prepare men and women to share in work both inside and outside the home. Another thing that is clear is that we must make young men understand that as women move into non-traditional jobs so will men begin to move into the jobs that were traditionally female. There are many jobs that have been considered female that may fit their own individual interests and needs. I would just point to the fact that flight attendant has

become a very desirable job for young males. It pays well; they have a certain amount of travel benefits; and it has a whole opportunity system. I would suggest that women pilots have not moved in as quickly as male flight attendants but we have a few of them.

All students need to know that traditional ideas of female work and male work are outmoded. They should do whatever they want to based upon their own interests and needs. Another thing that we have to do is help students investigate the kinds of educational programs they will need to prepare for jobs. They also need to know that they have legal rights in employment and in education.

How do schools really perpetuate sex role stereotyping? About five years ago we designed a poster that was sent out to every school district in the country. It said,"All schools teach sexism." That still goes on. We have identified what we call the vehicles of sex role socialization in schools (1) Textbooks and Instructional Materials: We continue to see stereotypes and biases in textbooks and instructional materials. Even though the American Publishers Association would like us to believe that they have taken care of the problem as recently as six months ago, we know that is not true. (2) School Personnel Behavior: There is a great deal of research on the interaction between teachers and students; counselors and students; which demonstrate clearly how teachers and counselors perpetuate sexism. One of the studies that I find most enlightening was done at the University of Illinois where the researcher examined the reinforcement patterns of teachers. Males in the classroom were typically reinforced for academic performance. They were negatively reinforced for acting out or being noisy. Females in the class were reinforced for looking pretty or sitting quietly in the class. They were negatively reinforced for not finishing an assignment. It is this process that leads females typically to underrate their own ability while the male students tend to overrate their abilities. Females attribute their success to luck where male students will attribute their success to their own ability. (3) Counseling and Guidance: This is certainly an area where we see the challenge. We know that not only the counselor and the students individual behavior channel students, but we know that the testing instruments continue to be biased. (4) Sex Segregated Schools: This has diminished because the implementation of Title IX around the country. (5) Vocational Education: Vocational education is the breeding ground for the occupational sex segregation in the work force. The largest single category, in terms of enrollment for women in vocational education, is 40% in Consumer and Homemaking. A course which does not provide any skills for the paid work force. Remember there is a different category for Occupational Home Economics. We are seeing more males move into the traditionally female-dominated areas such as home economics and clerical positions than we are females moving into the skilled crafts areas. There has not been a great deal of change there. (6) Education Profession: Despite all of the efforts that have come about and the equal

opportunity efforts, today we have fewer secondary school principals and superintendents who are women than we had ten years ago. There is a continuing decline. It does not seem to be stopping despite all the kinds of efforts and the few successful projects throughout the country.

What does all of this mean to you? This is where I would like to pick up on it more specifically because I have sat in on a few classes in higher education to observe what is happening. It is interesting because I have seen college professors really deal with the issue of sex role stereotyping and never get down to the basic issue. In order to do that, we have to understand one other concept what I would like to leave with you. There is one project throughout the country that I hope that all of you will be in touch with, and that is some work by David and Myra Sadker at American University. They went through all of the textbooks that are used typically in schools of education to find out to what degree Schools of Education are really preparing people. They found out there is very little to that type of thing going on. I think that it is more basic than a desire of higher education people. I think that it reflects a basic problem in the profession.

During the last four years I have been doing a fair amount of work with a man by the name of Bob Karkoff who does a lot of work in the area of counseling and is doing a lot of work in teaching. Basically what Bob has come up with and one of his ways that has helped me to understand what is and what isn't going on in education is the hierarchy of knowledge and that in education we really haven't understood it. He says that at the lowest level of knowledge we have facts -- there are millions of facts.

At a higher level of knowledge we have concepts. He points out how important concepts are. We did not understand sex stereotyping in education until we had ten years of experience in terms of race desegregation. At the time of the Civil Rights Act passage in 1964, the only concept we had for dealing with discrimination was the concept of separate but equal. We really believed that if we had boys and girls of different races, black and white students, in the same classroom we would have equality. It took us ten years to understand that you can have separate systems in the same classroom because those separate systems are the expectations of teachers, the differential curriculum that is provided, and the differential reinforcement. It was only when we understood this concept that we could understand that we have dual systems for males and females. Concepts are extremely important.

At a still higher level of knowledge we have theories. This is where we have cause-and effect relationships. We can demonstrate those. We still do not have solid theories for career education or for sex role socialization. We know that there are a number of inputs and they result in a certain pattern. We know the

percentage of variance caused by each one of the inputs. We can not be very precise but we do know that there are certain patterns, causes and certain outcomes. We do have beginnings of theories. Now typically, academic education, and more of teacher education, has stopped here because we have assumed that theory is the highest level of knowledge.

Karkoff says that what we haven't really dealt with is the next level which is the skills. The skills of teaching and the skills of application and that a part of why education has "failed" is that we have not given time to the application issues. We have not been moving people on to skills. It is not enough to understand theories; they have to know what to do about them.

Lastly, he would talk about the areas of programs. Not only being able to produce the skills yourself but to be able to break them down and train other people in those skills.

What does that mean in sex stereotyping? It means that if, in fact, we are going to be preparing teachers, counselors and administrators, we are going to have to move into the area of skills as well as knowledge.

What are some of the competencies that you should be teaching? I think that there are four major knowledge competencies that should be in all courses. Those four knowledge competencies are: (1) All students need to understand female and male participation in the paid work force. (2) All students need to understand the relationship between our present and future options. Our options in life really do diminish and students at the college level need to understand that and need to understand their responsibility for training K-12 students. (3) All students need to understand the process of sex role socialization. We hope that states will develop laws which will require that sex role socialization gets covered some place in the curriculum. (4) All students need to understand state and federal laws and their responsibility for dealing with them.

We have to sit down and help teachers to: (1) Recognize sex role stereotyping and also correct it; (2) Develop interpersonal skills and (3) Understand their responsibility in terms of non-discrimination and in terms of school responsibility; (4) See the administrator's responsibility in terms of writing job descriptions, sex stereotyping in student programs and staff development; (5) Relate it to business and to parents; (6) Function as counselors -- knowing what they do in the counseling process itself, moving into affirmative counseling and dealing with affirmative programs; and (7) Learn how they are going to work with the community.

All of this sounds idealistic, but only when people like you in this room can work with these areas and deal with quality control, can we achieve the goals of sex equity in career education. We are going to have to prepare ourselves and demonstrate these in our own careers and in our own programs.

LINIC SUMMARIES

CLINIC 1 -- ROLE OF THE COLLEGE ADMINISTRATOR IN CAREER EDUCATION

The speakers and audience responded to the Forum speech, "Career Education: Creative Program Opportunities for the College Administrator," presented by Dr. Daniel Behring. Participants agreed that career education is a legitimate concern for the four-year colleges and that administrators have a responsibility to provide leadership in this area. A question-and-answer period allowed the audience to clarify remarks made during the forum session and to ask more specifically "how to" questions. Major points addressed were:

- the importance of administrators as change agents
- the importance of administrator commitment to career education
- the attitudes and strategies that can be useful in both large and small colleges
- the need for faculty involvement when ideas for change are explored
- the need for faculty inservice
- the need for adequate resources

CLINIC 2 -- COOPERATIVE EDUCATION

This clinic clarified the issue that cooperative education and work study are not the same. Cooperative education attempts to relate work opportunities to academic study, typically, with alternating job experiences and college study.

A liberal arts student at Portland State University, majoring in political science with a minor in economics, reported on his project through PSU and the Western States Placement Project. His project is to interview business executives in the private sector to determine job opportunities, requirements, and skills for liberal arts majors.

Bill Faught, Director of the Vera Christie Project at Burroughs Corporation, described advantages to the employer by providing internships and cooperative arrangements. He observed that any kind of relationship entered into by business must be examined from the view of "what is it going to do for business?" He noted that internships accomplish the following:

- o help in recruiting
- o help reduce recruiting costs
- o help in affirmative action, enabling a balancing within the work force
- o provides interaction with faculties
- o provides a base for a year-round program rather than periodic interviewing

Mary Cumpston, Director of Placement Services at Portland State University, described the importance and role of federal agencies in cooperative and internships arrangements. She indicated many agencies come to her seeking opportunities because of the following benefits:

- o helps direct and alert students to federal agency opportunities
- o helps in recruiting
- o alerts faculties to new approaches practiced in federal agencies
- o helps to reduce the first year mortality in employment

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CLINIC 3 -- EVALUATING CAREER EDUCATION COMPONENTS IN TEACHER EDUCATION PROGRAMS

This clinic focused on a handbook developed by the ICCE. An explanation of the project by the clinic presentors provided opportunity for participants to explore application of the components of the handbook, particularly program evaluation for each represented institution. The facilitators explained that the evaluation handbook is in the final stage of revision. Suggestions were solicited from the workshop participants.

The 62-page handbook is a general guide to the development of efficient evaluation procedures and effective dissemination of program products which are tailored to the participating institution. The format of the handbook facilitates application of its procedures to other disciplines and projects, as well as career education. Dr. Larry Kenneke, Assistant Dean at Oregon State University, encouraged the institution to se'ect particular handbook components which would prove useful rather than to attempt to modify the program to fit the handbook format and sequence.

The purpose of the handbook is to provide educational practitioners with a step-by-step guide to program evaluation. This handbook has four sections which parallel the evaluation process. Content of the handbook includes:

- Section I -- Evaluation of Career Education Programs
- Section II -- Identifying Competencies & Evaluation Questions
- Section III -- Collecting and Analyzing Information
- Section IV -- Communicating & Using Evaluation Results

Appendices include a collection of career education competencies and a set of worksheets for competency description and data collection.

For further information contact:

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

CLINIC 4 -- SEX ROLE STEREOTYPING GUIDELINES FOR TEACHER EDUCATORS

Participants of this clinic were given background information regarding the task force that facilitated the development of the guidelines, the content of the Sex Role Stereotyping Guidelines for Teacher Educators and specific concerns addressed in the guidelines -- policies, staffing, scholarly activity, instruction, curriculum, state and federal legislation, counseling, institutional and interinstitutional leadership, and community outreach programs.

Representatives from the two institutions currently involved in the field trial of the guidelines summarized what had been done, the problems and outcomes and specific accomplishments during this phase of the field test.

This clinic session also provided participants with the opportunity to interact with Dr. Shirley McCune and ask specific questions. Some of the areas addressed included: reverse discrimination, curriculum trend away from career education towards basics, problems facing those individuals in occupations primarily in dead-end jobs, results of the national testing program, and specific information shared by Dr. McCune which included:

- Implementing Title IX and Attaining Sex Equity
  - -- Application Booklet for Counselors
  - -- Application Materials for Counselors
  - -- The Counselor's Role: Outlines and Participants' Materials for Application
- Overcoming Sex Stereotypes and Providing Leadership for Sex Equity in Career Education

For further information contact:

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Marion Education Service District
3180 Center Street N.E.
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CLINIC 5 -- LEARNING CENTERS FOR CAREER CHOICE

Warner Pacific College's career education program focuses on assisting students' identification of natural talents, technical skills and career interests.

A five-step program has been developed:

- 20% of the students voluntarily take a career exploration course involving assessment through autobiographical sketches, interviews and vocational tests to identify career options
- students select academic centers, including general studies, human services, fine arts, lifelong recreation and athletics, and Christian ministries
- students are involved in field experience exploration where they interview professionals within their chosen career fields and reevaluate their own talents, skills and interests
- Career experience in potential career fields
- Graduation and placement

Also shared in this clinic were the individual booklets which assist the students in selecting the specific academic center for further study.

For further information contact:

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CLINIC 6 -- FACULTY INTERNSHIPS SPONSORED BY KELLOGG FOUNDATION

The chairperson explained the rationale and background of the internship program at George Fox College. Two faculty members reported on their experiences as interns. Although the faculty volunteer for internships, they must apply and meet the criteria for selection.

General points addressed regarding the internship program included:

- o faculty need to be up-dated from time to time
- o faculty internship is an effective way to update and help infusion effort
- o extra funding (Kellogg Foundation) makes internships feasible
- o field experiences available to every student; some majors it is a requirement and for others it is an elective; but there is credit for all
- o faculty internships are voluntary, selective and at the place(s) chosen by the faculty

The purpose and/or faculty benefits of the Kellogg program are:

- o develops professional rapport with a segment of the community
- o updates specific skills and knowledge of educational requirements of careers related to their discipline
- o provides fresh examples to integrate with instructional program to add relevancy
- o adds professional confidence through recent exposure to their applied field
- o enhances quality of student advisement for academic programming

The result of the program has been positive to the faculty involved, the college and the students. The faculty is better able to make the course work more relevant because they know more what it's like in the real world and what options are available.

For further information contact:

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CLINIC 7 -- CAREER ACTIVITY PACKAGES SELF-UTILIZED LEARNING EXPERIENCES (CAPSULE)

Mary Jane Grieve, Professor at Oregon State University presented six packages which were developed to assist her junior teacher education students in learning career education concepts. Included was a description of the six packages which present career education to the education students, use of the learning capsules as an instructional method, sending students into demonstration schools with career education programs, planning for infusing career education into the student's teaching specialty, and interdisciplinary approaches to career education.

The packages are done independently by the students and are evaluated by means of a pre-test and a post-test for each package. The packages are:

- o Career Education: What Is It?
- o Life Roles of Career Education
- o Career Education Programs - Where Are They and What's Happening?
- o Formulating a Career Education Program
- o Interdisciplinary Career Education
- o An Overview Package Which Also Includes the Post-Test for All Five Packages

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CLINIC 8 -- A NEW APPROACH TO COURSE DEVELOPMENT

The primary purpose of the presentation was to give an overview of a methodology for course development and to discuss briefly the rationale for each step. An advanced course in Teaching Strategies was chosen as an example. The nine guidelines for the teaching approach were:

- Clear course structure
- Validate structure with students
- End products have genuine meaning to students
- Students actively involved in learning
- We and students negotiate
- Students are expanding their ability to use learning resources outside the school
- Students are interacting
- Evaluation is developmental
- We model the teaching approach we advocate

The five steps followed in course development were identified and elaborated upon:

- Analyze course
- Identify course goals and requirements
- Prepare written course description
- Plan course activities
- Provide for change and spontaneity in the course

Discussion followed with a majority of it centering on classroom control as an unplanned commitment.

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CLINIC 9 -- A DESCRIPTION OF OREGON CAREER EDUCATION FOR PRESERVICE TEACHERS

Dr. Richard Steiner, Professor of Education at Lewis and Clark College, presented a slide-cassette package on career education. He discussed the rationale for developing the audio-visual package, what it is and what it is not intended to do. He also shared the results of some of his research relating to its use with preservice teacher education students at Lewis and Clark College.

The participants were very interested and receptive to this approach, both in terms of media and content. The slide/tape is intended to establish the basis for a career education definition as well as present an overview of the manner in which public schools and teacher education institutions are working together in career education.

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